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A national survey analyzed migrant education programs during 1967. The objectives were to identify: (1) those school districts reporting migrant children under Title I, ESEA, (2) the number of school districts providing migrant education programs both during the regular school year and summer term, (3) the major curricular emphasis and grade levels of each program, (4) the sources of funds used in providing these programs, (5) the amount of inservice training provided teachers of migrant children, (6) the qualifications for teachers of migrant students, and (7) the number of these programs which included special services. Questionnaires were sent to State Departments of Education, Departments of Labor, Migrant Ministries, and schools. It was found that: (1) the number of schools using Federal funds increased, (2) special education programs for migrant children were provided in 183 schools, (3) most programs were directed twoard language arts, (4) regular school funds were often used for the programs, (5) differing amounts of inservice training were provided, (6) teacher qualifications compared favorably with qualifications for teachers in other programs, and (7) special services were provided in several areas. (SW)

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A SURVEY OF EDUCATIONAL PROGRAMS FOR AGRICULTURAL MIGRANT CHILDREN DURING 1967

BY

ELLIS BRYAN SCOTT, B.S., M.A.

A Dissertation submitted to the Graduate School
in partial fulfillment of the requirements
for the Degree
Doctor of Education

Major Subject: Educational Administration
Minor Subject: Curriculum

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Las Cruces, New Mexico
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"A Survey of Educational Programs for Agricultural Migrant Children," a Dissertation written by Ellis Bryan Scott, in partial fulfillment of the requirements for the degree Doctor of Education, has been approved and accepted by the following:

Dean of the Graduate School

Chairman of the Examining Committee

Date

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Gratitude is also expressed to the two agencies which cosponsored this study: (1) the Research Center at New Mexico State University and (2) the National Committee on the Education of Migrant Children of the National Child Labor Committee.

The efforts and contributions of the chairman and members of the writer's committee proved to be very beneficial.

The cooperation of the Computer Center and Research Center Duplicating Service Personnel at New Mexico State University were very helpful in finalizing the study. Finally, the writer is very grateful to John Munson for his computer assistance and to Betty Rose Rios and Charlotte Loomis for proof-reading, and to Suzanne Swicegood and Jeanne Benson for typing.

VITA

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Mr. Scott received an Associate of Arts Degree from Eastern Agricultural and Mechanical Junior College, Wilburton, Oklahoma in May of 1951. He received the Bachelor of Science Degree from New Mexico State University, Las Cruces, New Mexico in January of 1956. He then received the Master of Education Degree from the same institution in August of 1958.

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ABSTRACT

The purpose of this study was to survey the agricultural migrant educational programs for the 1967 calendar year. Specifically, the objectives were: (1) to determine those school districts reporting agricultural migrant children under Title I of the Elementary Secondary Education Act during 1967, (2) to identify the number of school districts which provided special educational programs for agricultural migrant children both during the regular school year and summer term, (3) to ascertain the major curricular emphasis and grade levels of each program, (4) to differentiate the sources of funds used in providing educational programs for agricultural migrant children, (5) to determine the amount of inservice training provided teachers of agricultural migrant children, (6) to enumerate the teachers being used in special educational programs for agricultural migrant children and to compare the qualifications of their teachers with those of the regular school programs, and (7) to determine the number of educational programs for agricultural migrant children which included transportation, health services, psychological services, speech therapy, and guidance.

A review of the literature served to stress the extreme educational disadvantagement and general deprivation experienced by agricultural migrant children.

Many schools charged with the responsibility for education of agricultural migrant children were ineffectual due to poor financing. In addition, agricultural migrant youngsters have been deprived of educational opportunities because the leaders of some communities were indifferent to the situation or failed to accept the responsibility for providing adequate instructional programs.

In order to identify the schools providing education to agricultural migrant children, questionnaires were sent to state departments of education, departments of labor, and the Migrant Ministry representatives in the forty-eight interconnected states of the United States. These agencies identified 389 schools providing education to agricultural migrant children. A data accumulation form, devised by the investigator, was mailed to these 389 schools, which netted a total response of 267.

The findings indicated that: (1) schools using federal funds were on the increase, (2) special educational programs for agricultural migrant children were being provided by 183 schools, (3) most special educational programs were directed towards language arts, (4) regular school funds was the source most commonly utilized for the education of agricultural migrant children, (5) most schools were providing some inservice training for teachers of agricultural migrant children, ranging from a high of forty days by one school to a low of one day reported by twenty-three schools, (6) of the 1,434 teachers of agricultural migrant children, 16 percent held less than a Bachelor's degree, 70 percent held a Bachelor's, and 14 percent held a Master's degree, and (7) 237 out of 276 schools in the survey reported the provision of transportation, while other services were provided as follows: health 231, guidance 196, reading specialist 184, speech therapy 148, and school psychologist 105.

The recommendations were: (1) an analysis should be made of the use of Elementary Secondary Education funds to determine if all agricultural migrant children are benefiting from those funds, (2) outstanding special educational programs for agricultural migrant children should be identified and this information made available to schools, (3) particular care should be exercised in curricular design in order to increase the percentage of agricultural migrants graduating from high school, (4) a study of all finances available for agricultural migrant children should be made in order to insure an adequate financial program, (5) more provision should be made for inservice training programs for the teachers of agricultural migrants, (6) study should be initiated to determine if special training for teachers of migrant children might not be beneficial, and (7) further study should be undertaken to determine why some schools offer more special services for agricultural migrant youngsters.

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CHAPTER I

INTRODUCTION

During the greater part of our history, the economy of the United States has been based essentially on agriculture, with the family-owned and family-operated farm playing a major role. As late as 1910 one of every three persons in the United States lived on a farm which he or his family owned. There were exceptions, for example, the wandering cowboys in the West, the "fruit tramps," and the harvest crews. In some areas, particularly in the southern one-crop sections, tenants or "share croppers" worked the land owned by others. Basically, family units engaged in the work of tending family sized farms which constituted America's agricultural economy.

A farmer of 1910 vintage usually planted as diversified a crop assortment as local soil and climatic conditions allowed. This was by necessity, not by choice. The lack of transportation facilities and the lack of refrigeration prohibited crop specialization. The farmer and his neighbors had to supply all of the perishable and much of the staple foodstuffs consumed in the area. Consequently, each farmer had a corn patch, vegetable garden, a few acres of this and that, some cows, chickens, and a few hogs. Such a variety of crops meant different planting times, ever-changing cultivating needs, and several harvesting seasons beginning with early May lettuce and ending with late autumn corn. The variety of planting times and harvest seasons permitted the farmer, with the aid of his wife, sons, and an occasional hired man, to operate the farm by himself.

Then came revolutionary technological and scientific developments which literally changed the face of the earth. Rapid refrigerated transportation facilities and frozen foods then made it possible for each farmer to specialize in that crop which was best suited to the soil and climatic conditions of his particular farm. The cows were sold, the grazing lands were cultivated, and every acre put to farming strawberries, potatoes, wheat, cherries, or whatever the crop was that would bring the highest price. But with specialized farming, work could no longer be spread out over the year. There was a hectic planting season, a hectic harvest season, and relative leisure at other times.

With farm operations, technological developments have resulted in fewer but larger farms, producing more products with fewer man hours of labor. Even though some crops were almost one hundred percent mechanized, in some crop areas, the human ear and eye were still indispensable. Specialization, mechanization, and scientific improvements had shortened the growing seasons of many crops, and when the harvest time arrived, it was essential to accomplish the task in the shortest time possible. This necessitated the use of large labor forces for short periods of time. As a consequence, the need developed for agricultural migrant laborers. These workers, in many cases, moved their families with them, which caused influxes of children into some school districts that were not prepared to receive and educate them.

I. THE PROBLEM

The purpose of this study was to survey the agricultural migrant educational programs for the 1967 calendar year. These programs varied in quantity and scope from one school district to another throughout the United States. Problems of agricultural migrant education also varied from one section of the nation to another, but enough commonalities existed to warrant a national inventory, rather than a survey of specific locales as had been the case in the past. The survey was accomplished by administering data accumulation forms to all state departments of education, those school districts enrolling a substantial number of agricultural migrant children, and other agencies involved with agricultural migrant summer schools.

II. NEED FOR THE STUDY

The need for this study arose from the extreme educational disadvantagement and general deprivation of agricultural migrant children coupled with the ineffectiveness of past efforts to provide adequate educational programs for those youngsters.

Accurate information concerning the location and numbers of agricultural migrant children had not been readily available. Many school districts which have had the responsibility for educating such children have been poorly staffed and financed. Consequently, those schools have been hard-pressed to formulate and provide adequate educational programs. In addition, agricultural migrant youngsters have been deprived of educational opportunities in that some communities were indifferent to the situation or failed to accept the responsibility for providing adequate educational programs.[1]

Recently, our nation experienced a growing interest and concern for educationally deprived children. This concern and interest culminated in additional monies being appropriated by the local, state, and federal governments to combat the problems of deprivation. During the 1961 hearings before the Senate Subcommittee on Migratory Labor, Abraham Ribicoff depicted the children of agricultural migrant workers as being the most educationally deprived in the nation.[2] As a result of this and other efforts, specific financial assistance for agricultural migrant educational programs had been realized by school districts through Federal appropriations under the Elementary Secondary Education Act (Public Law 89-10).

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[1] United States Congress, Senate, Committee on Labor and Public Welfare, Hearings before the Subcommittee on Migratory Labor, 87th Congress, 1st Session, Volume 1, April 1961 (Washington: Government Printing Office, 1961), p. 16.

The research and writings concerning agricultural migrant education have dealt with the problems of specific areas of the United States. Many of these efforts were very useful in providing needed information to those concerned with education agricultural migrant children. However, many problems still have remained unsolved and much work remains to be accomplished in the many areas of agricultural migrant education. It was the intent of this writer to lend support to those past efforts by providing a normative survey of agricultural migrant education in 1967.

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[2] United States Congress, Senate, Committee on Labor and Public Welfare, Hearings before the Subcommittee on Migratory Labor, 87th Congress, 1st Session, Volume 1, April, 1961 (Washington: Government Printing Office, 1961), p. 16.

III. LIMITATIONS OF THE STUDY

The scope of this study was limited to: (1) the information which the state departments of education, school districts, and other agencies providing summer school were able to supply through questionnaires initiated by the writer, (2) the number of questions directed to the educational agencies, (3) the quality and construction of instrumentations which the writer was able to design, (4) those children whose parents could be identified as agricultural migrants, (5) the forty-eight contiguous states of the United States, (6) the 1967 calendar year (although the fall semester extended into 1968 by approximately one month, it was assumed this would not adversely affect the data gathered during this period), (7) a normative survey of educational programs for agricultural migrant children, and (8) the availability of related literature.

IV. ASSUMPTIONS

The assumptions underlying this study were that: (1) state departments of education could identify those school districts providing educational programs for agricultural migrant children, (2) sufficient numbers of school districts would reply to the questionnaire, (3) the agencies other than school districts could be identified and would supply information pertaining to summer schools for agricultural migrant children,

(4) information gathered from the educational agencies was correct, (5) the directors of the educational agencies would be cooperative in responding to the data accumulation forms, (6) answers to the questions would enable the writer to complete the normative survey, (7) instructional programs for those classified as agricultural migrants should differ in method and content from those typically presented to resident pupils, and (8) our society as a whole accepted the responsibility for providing educational opportunities to agricultural migrant children.

V. SPECIFIC OBJECTIVES OF THE STUDY

The specific objectives of the study were: (1) to determine those school districts reporting agricultural migrant children under Title I of the Elementary Secondary Education Act during the 1967 calendar year, (2) to identify the number of school districts which provided special educational programs for agricultural migrant children both during the regular school year and summer terms, (3) to ascertain the major curricular emphasis and grade levels of each program, (4) to differentiate the sources of funds (local, state, federal, or other) used in providing educational programs for agricultural migrant children, (5) to determine the amount of inservice training provided teachers of agricultural migrant children, (6) to enumerate the teachers being used in special educational programs for agricultural migrant children and to compare the qualifications of their teachers with those of the regular school programs, and (7) to determine the number of educational programs for agricultural migrant children which included transportation, health services, psychological services, speech therapy, and guidance.

VI. METHOD OF INVESTIGATION

The method utilized in this study was that of a normative survey. The various steps and procedures were conducted in the following manner.

Review of Literature

A survey of the literature was accomplished through two basic sources. The Educational Resources Information Center for Small Schools and Rural Education at New Mexico State University (CRESS) served to provide the major portion of documents and publications for the review of literature. Much of the information obtained through CRESS consisted of "fugitive" type documents which proved to be invaluable. The second basic source was the library at New Mexico State University.

Sources of Information

The information accumulated for this study was derived through a two-step process. First, the agencies which were actually providing education to agricultural migrant children had to be identified. This step was accomplished by mailing a questionnaire to State Departments of Education, State Departments of Labor, and Migrant Ministry representatives of each of the forty-eight contiguous states of the United States of America. Following the replies received from the three aforementioned agencies, each local school responsible for the actual education of agricultural migrant children was contacted by using a second questionnaire. Both instruments used in this study were validated as follows: (1) the first questionnaire was administered to the State Departments of Education, the State Departments of Labor, and the Migrant Ministry representatives in California, Colorado, Florida, and Texas, (2) the second questionnaire was administered to five directors of agricultural migrant education programs in local schools in each of the states of California, Colorado, Florida, and Texas. The four states utilized for validation were chosen because of the total number of agricultural migrant children within each of those states, and also their apparent activity in agricultural migrant education.

Treatment of the Data

The data amassed from the local school data accumulation forms were tabulated and analyzed by an International Business Machines Computer (1130).

VII. DEFINITIONS OF TERMS

Bracero

A Bracero has been identified as an alien Mexican field-hand employed on a contract basis in agricultural labor in the United States, under terms and guarantees agreed to between the United States and Mexico.[3]

Immigration

Black defines immigration as the coming into a country of foreigners for purposes of permanent residence.[4]

Agricultural Migrant

An agricultural migrant is a person who moves from one area of the country to another to engage in seasonal production or processing of food or fiber.

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[3] Texas Council on Migrant Labor, Texas Migrant Labor 1965 Migration (Austin, Texas: Texas Council on Migrant Labor, 1966), p. 1.

[4] Henry Campbell Black, Black's Law Dictionary (St. Paul, Minnesota: West Publishing Company, 1957), p. 884.

Agricultural Migrant Child

An agricultural migrant child, often abbreviated to "migrant child," is a person in the age span from birth through youth who changes location because of his parents' (or persons' standing in *loco parentis*) engagement in seasonal production or processing of food or fiber.

Wetback

This term has been used to describe a Mexican National who enters the United States illegally in search of agricultural work.[5]

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[5] Texas Council of Migrant Labor, *Texas Migrant Labor 1965 Migration* (Austin, Texas: Texas Council on Migrant Labor, 1966), p. 3.

CHAPTER II

REVIEW OF RELATED LITERATURE

Any attempt to study agricultural migrant education programs necessitates a thorough historical development of agricultural migrancy in the United States. Through an historical development, it becomes clearly discernible that the scientific and technological advances in the field of agriculture, plus population growth and movements, have significantly contributed to the agricultural migrant patterns of today which are vastly different than those of the 1800's.[1]

Even though mechanization of farming has affected the numbers of agricultural migrants, there has been a tendency for them to shift from one phase of farming to another as the mechanization occurred. Consequently, there has been no significant decrease in the total agricultural migrant population, nor is it likely that the number will decline in the foreseeable future.[2]

The most accepted figures available as to the 1965 total of agricultural migrant workers placed the number at 466,000.[3] It was estimated that the number of agricultural migrant children per worker could be calculated by a factor of .75 (the factor of .75 was used by the Department of Labor).[4] By multiplying 466,000 times .75, there were approximately 349,000 agricultural migrant children in the nation.

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[1] Alfred M. Potts, 2nd, Providing Education for Migrant Children (Denver, Colorado: Colorado State Department of Education, 1961), p. 100

[2] United States Department of Labor, Farm Labor Fact Book (Washington: Government Printing Office, 1959), p. 111.

I. HISTORY OF AGRICULTURAL MIGRANT LABOR

"The first known agricultural migrant worker route wound through the Miller Empire."[5] Henry Miller, an 1847 German immigrant, by the 1850's had acquired a series of ranches that extended from the Southwestern United States to the Canadian border. Miller encouraged tramps and hobos to travel through his domain by offering them employment in his harvest fields.

California had developed large wheat farms by 1860 and the farm labor was being accomplished by the use of hobos. Completion of the first transcontinental railroad in 1869 released thousands of Chinese railroad workers for work in California; by 1880 ninety percent of the field labor was performed by these Chinese. Two years later, however, the Chinese Exclusion Act prohibited their use.[6]

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[3] United States Department of Agriculture, The Hired Farm Working Force of 1965, Report Number 98 (Washington: Government Printing Office, 1966), p. 10.

[4] Department of Health, Education, and Welfare, Office of Education, Report on Conferences on Special Educational Programs for Children of Migratory Agricultural Workers (Washington: Government Printing Office, 1966), p. 8.

[5] Truman Moore, The Slaves We Rent (New York: Random House, 1965), p. 79.

Japanese immigrants similarly served as a source of cheap labor to the California farmers from 1882 to 1914. Also during this time, political upheaval in Mexico and economic development in the Southwest encouraged large numbers of Mexicans to cross the border into the United States. By 1910 extensive irrigation projects were being developed along the Rio Grande River, enabling the rapid growth of a prosperous agricultural region speccializing in crops such as vegetables, citrus fruit, and cotton, and further increasing the demand for manual labor.[7] Consequently, the stage was set for a sizable influx of Mexicans.

According to Manuel,[8] the Spanish-speaking population of the Southwest increased from 23,000 in 1790 to

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[6] Truman Moore, The Slaves We Rent (New York: Random House, 1965), pp. 80-81.

[7] Ruth Tuck, Not With the Fist; Mexican Americans in a Southwest City (New York: Harcourt, Brace, and Company, 1946), pp. 56-60.

[8] Herschel T. Manuel, Spanish-Speaking Children of the Southwest, Their Education and the Public Welfare (Austin, Texas: University of Texas Press, 1965), pp. 17-19.

3.8 million in 1960. From 1921 to 1930, approximately 500,000 Mexican Nationals immigrated to the Southwest from Mexico. Some Hindustani and Filipino immigrants joined the Mexicans to form a substantial agricultural labor supply until the depression of the 1930's. During the depression years the number of immigrants decreased, reaching a low of 22,319 for the decade of the 1930's.[9]

The severity of the economic depression of the 1930's caused thousands of people from Arkansas, Oklahoma, and other Southern states to migrate toward the West coast, especially California. These people were desperate for jobs and willingly accepted farm labor employment at very low wages.[10]

With the advent of World War II, various industries reduced the labor surplus caused by the Depression. Farmers, faced with a serious labor shortage, requested the Federal Government to legalize the use of Mexicans. The United States Government responded by signing an agreement with Mexico in August of 1942. This was followed in April, 1943 with Public Law 45, making the Bracero Program a reality.[11]

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[9] Truman Moore, *The Slaves We Rent* (New York: Random House, 1965), p. 82.

[10] *Ibid.*, p. 83.

[11] *Ibid.*, pp. 83-85.

The peak years for Bracero Labor under the Bracero Program were from 1956 through 1959 when over 400,000 workers were brought into the United States on an annual basis. California received the majority of the Braceros, although many were brought into Texas, Arizona, Colorado, Michigan, and Arkansas. Through the enactment of Public Law 78 (1951), the Bracero Program was maintained through December of 1964 when it was discontinued.[12]

On the East Coast, the migrant labor movement began in the late 1800's. Steamers were used to transport Negroes up and down the Atlantic seaboard to work in fruit and vegetable fields. However, it was not until 1920 that the East Coast Stream developed the pattern which it follows today. Florida swamp lands were reclaimed, making possible the production of three or four subtropical crops per year. This presented a situation whereby migrants could work during the winter in Florida, the summer in the Middle Atlantic states, and the early autumn in the North.[13]

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[12] United States Congress, Senate, Committee on Labor and Public Welfare, Subcommittee on Migratory Labor, The Migratory Farm Labor Problem in the United States, 88th Congress, 2nd Session, Pursuant to Resolution 290, Report Number 155 (Washington: Government Office, 1965), pp. 17-20.

[13] Truman Moore, The Slaves We Rent (New York: Random House, 1965), p. 86.

II. THE AGRICULTURAL MIGRANT STREAMS

Three major patterns (migrant streams) of agricultural migration in the United States were identified by the 1960 White House Conference on Children and Youth.[14] These streams were not rigidly bound to exact geographic areas because of the agricultural migrants' moving on a "need basis" with the crops. However, the patterns of movement were fairly consistent due to seasonal labor needs at crop producing locations. These migrant streams were illustrated by a map prepared by the United States Department of Labor and presented as Figure 1, page 18.[15]

Along the Atlantic Coast, a group typically composed of Negroes from Florida and approximating 50,000 workers made their way up the Eastern seaboard.[16] When

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[14] Edith Kurth (ed.), Children and Youth of Domestic Agricultural Migrant Families, Reprinted from Children and Youth in the 1960's (Washington: United States Department of Health, Education, and Welfare, Public Health Service, Division of Community Health Services, 1965), pp. 205-206.

[15] United States Department of Health, Education and Welfare and United States Department of Labor, Domestic Agricultural Migrants in the United States, Public Health Service Bulletin Number 540 (Washington: Government Printing Office, 1966). Pages Unnumbered.

[16] Simon Marcson and Frank Fasick, Elementary Summer Schooling of Migrant Children, Social Structure and Ignorance (New Brunswick, New Jersey: Rutgers - The State University, 1964), p. 5.

TRAVEL PATTERNS OF SEASONAL MIGRATORY AGRICULTURAL WORKERS

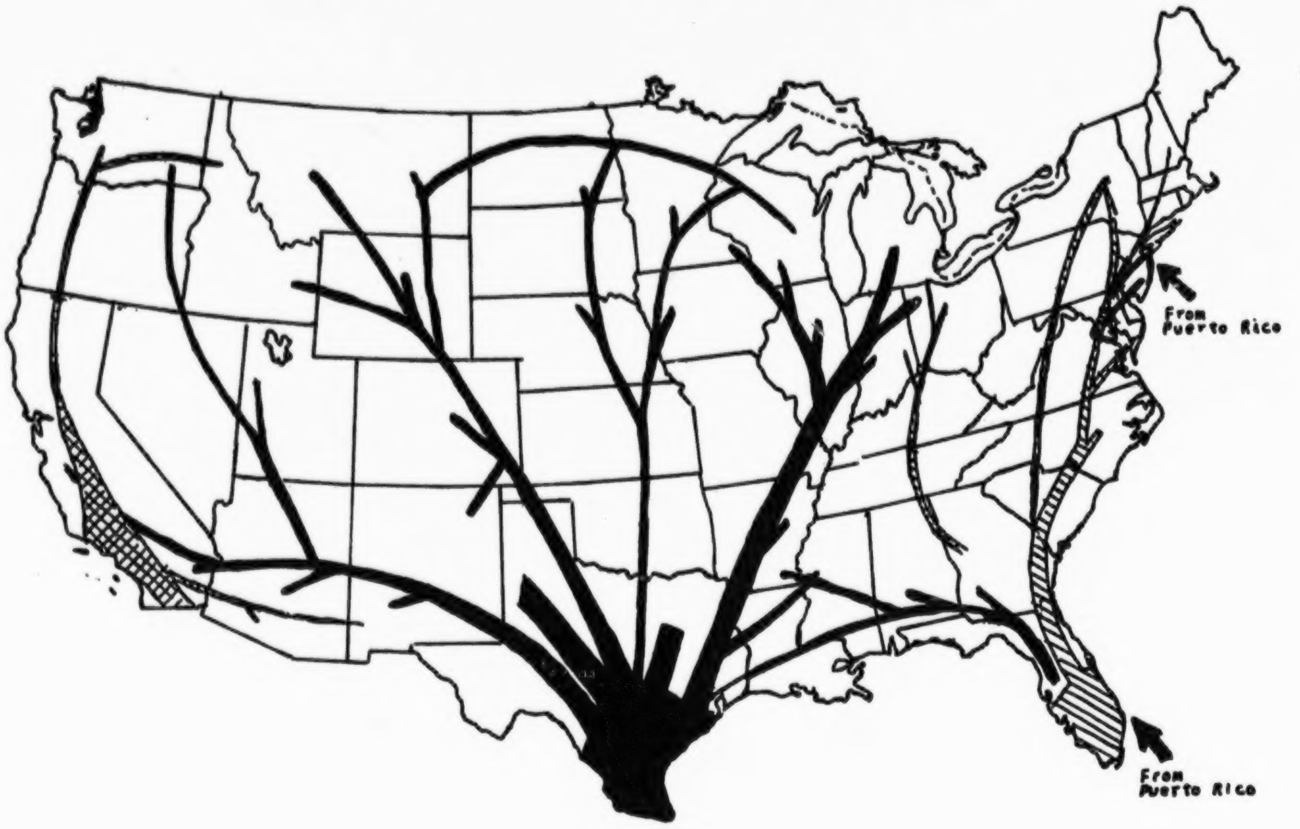
From Puerto Rico
From Puerto Rico

FIGURE 1

the Florida winter crops were harvested, the migration to the North began. This movement worked with a wide variety of crops, including fruits, berries, tobacco, and vegetables. After having moved as far north as New York and the New England States, by December this group would have localized once again in Florida.

A study of a sample group from the East Coast Stream revealed that these workers were not characterized by their helter-skelter movement throughout a large number of states.[17] Of the group that moved north from Florida, half worked in only one state outside Florida. One-third more worked in two states, one in eight worked in four states.

New York was the most frequent destination of workers going to one other state, possibly because the work seasons in Florida and New York were relatively long and fitted together better than those of other areas along the East Coast. Workers could obtain almost a full year of employment by shifting between these two states. The only other state to figure prominently in a two-state movement was Maryland.[18]

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[17] United States Congress, Senate, Committee on Labor and Public Welfare, Migrant Laborers, 86th Congress, 2nd Session, January 20, 1960 (Washington: Government Printing Office, 1960), p. 28.

[18] *Ibid.*

Movement to two states outside Florida was reported by thirty-five percent of the workers, with the most common pattern being from Florida to North Carolina, then to New York and back to Florida. New York was the most commonly mentioned state in this three state pattern, while North Carolina, Virginia, or Maryland served as a stopping point on the way north or south.[19]

When these agricultural migrants would leave Florida for New York, Maryland, North Carolina, or elsewhere, the usual pattern was to work at only two or three localities while away from home. They left home, worked at one place until the crop was over, moved again or possibly a third time, and then would return to their home base. The number of locations worked in outside the home area was reported as follows: one location by nine percent, two locations by forty-one percent, three locations by thirty percent, four locations by sixteen percent, and five or more locations by less than five percent.[20]

A second major movement originated in South Texas and formed two "splinter" groups in its northward course. One segment traveled into Colorado and the Mountain States, eventually reaching as far as the Pacific

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[19] *Ibid*.

[20] *Ibid*.

Northwest.[21] The other segment moved to the Northwest, extending into Michigan, Wisconsin, and other Midwestern States.[22] The Texas Employment Commission reported the following statistics concerning agricultural migrants during 1966:

> According to T. E. C. records the 1966 out-of state migration consisted of 7683 groups (crews and families). The total number of men, women, and children was 104,224. Of this number 69,956 were workers. The 104,224 comprised 38,248 men 16 years of age and over, 29,267 women 16 and over, and 36,709 youths under 16. Families in the interstate stream numbered 14,756. There were 7075 unattached men and 1682 unattached women. Additionally, the Texas Bureau of Labor Statistics has records on 36,463 workers recruited under B. L. S. regulations for out-of-state work in 1966. Many of these workers are also reflected in T. E. C. figures as a result of the operation of the Annual Worker Plan. Adjusting for this duplication of interstate workers, the Employment Commission estimates the out-of-state migration to have involved approximately 83,500 workers on whom records exist.
>
> About 4 percent of migrants migrate entirely on their own, without contacting either official agency; they are known as "Free-Wheelers." Thus the figure of 83,500 out-of-state workers is increased by 3,340 (4%), making the total for out-of-state workers 86,840. Using the above T. E. C.

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[21] Edith Kurth (ed.), Children and Youth of Domestic Agricultural Migrant Families, Reprinted From Children and Youth in the 1960's (Washington: United States Department of Health, Education, and Welfare, Public Health Service, Division of Community Health Services, 1965), pp. 205-206.

[22] Simon Marcson and Frank Fasick, Elementary Summer Schooling of Migrant Children, Social Structure and Ignorance (New Brunswick, New Jersey: Rutgers - The State University, 1964), p. 5.

> proportions, the total number of individuals, workers and non-workers, comes to approximately 129,600, interstate only.
>
> As to the intrastate migration--those who worked entirely in Texas--there are, as mentioned, no very reliable figures on the numbers involved. The Texas Employment Commission estimated this group to have totaled about 21,755 workers; using the above proportions to determine the total number of persons involved, this figure increases to 32,470. Thus the total number of Texas migrants, interstate plus intrastate men, women, and children, was about 162,000 in 1966.[23]

A similar study to the one on the East Coast revealed that the agricultural migrants from Texas were likewise not helter-skelter in their movements. One-third of these agricultural migrant families moved to only one location away from home base and then returned. An additional one-half had added one or two work locations in addition to the first one and then returned. One family in five might have been regarded as widely migratory, i. e., would have moved five times or more during the course of a year.[24]

The migrant stream emanating from Texas was best demonstrated in an illustration prepared by the Good

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[23] Texas Migrant Labor, The 1966 Migration, A Report Prepared by the Good Neighbor Commission (Austin, Texas: Good Neighbor Commission, 1967). Pages Unnumbered.

[24] United States Congress, Senate, Committee on Labor and Public Welfare, Migrant Laborers, 86th Congress, 2nd Session, January 20, 1960 (Washington: Government Printing Office, 1960), p. 28.

Neighbor Commission of Texas. That illustration was titled "Major Travel Patterns Texas Migrants" and is presented as Figure 2 on page 24.[25]

The third stream sought employment in the fruit and vegetable fields of the West Coast.[26] About 100,000 workers have been included in this group each year, moving up and down the coast from California to the State of Washington.[27]

The movements of agricultural migrants can be more fully understood by reviewing the areas of the United States which produce crops requiring the employment of seasonal labor. The twelve charts depicted by Figures 3-14 on pages 25-36 show the major crop production centers in the United States where agricultural migrant workers were usually employed each month.[28] Only those

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[25] Texas Migrant Labor, the 1966 Migration, A Report Prepared by the Good Neighbor Commission (Austin, Texas: Good Neighbor Commission, 1967). Pages unnumbered.

[26] Edith Kurth (ed.), Children and Youth of Domestic Agricultural Migrant Families, Reprinted from Children and Youth in the 1960's (Washington: United States Department of Health, Education, and Welfare, Public Health Service, Division of Community Health Services, 1965), pp. 205-206.

[27] Simon Marcson and Frank Fasick, Elementary Summer Schooling of Migrant Children, Social Structure and Ignorance (New Brunswick, New Jersey: Rutgers - The State University, 1964), p. 5.

[28] Major Agricultural Migrant Labor Demand Areas, Bureau of Employment Security, United States Department

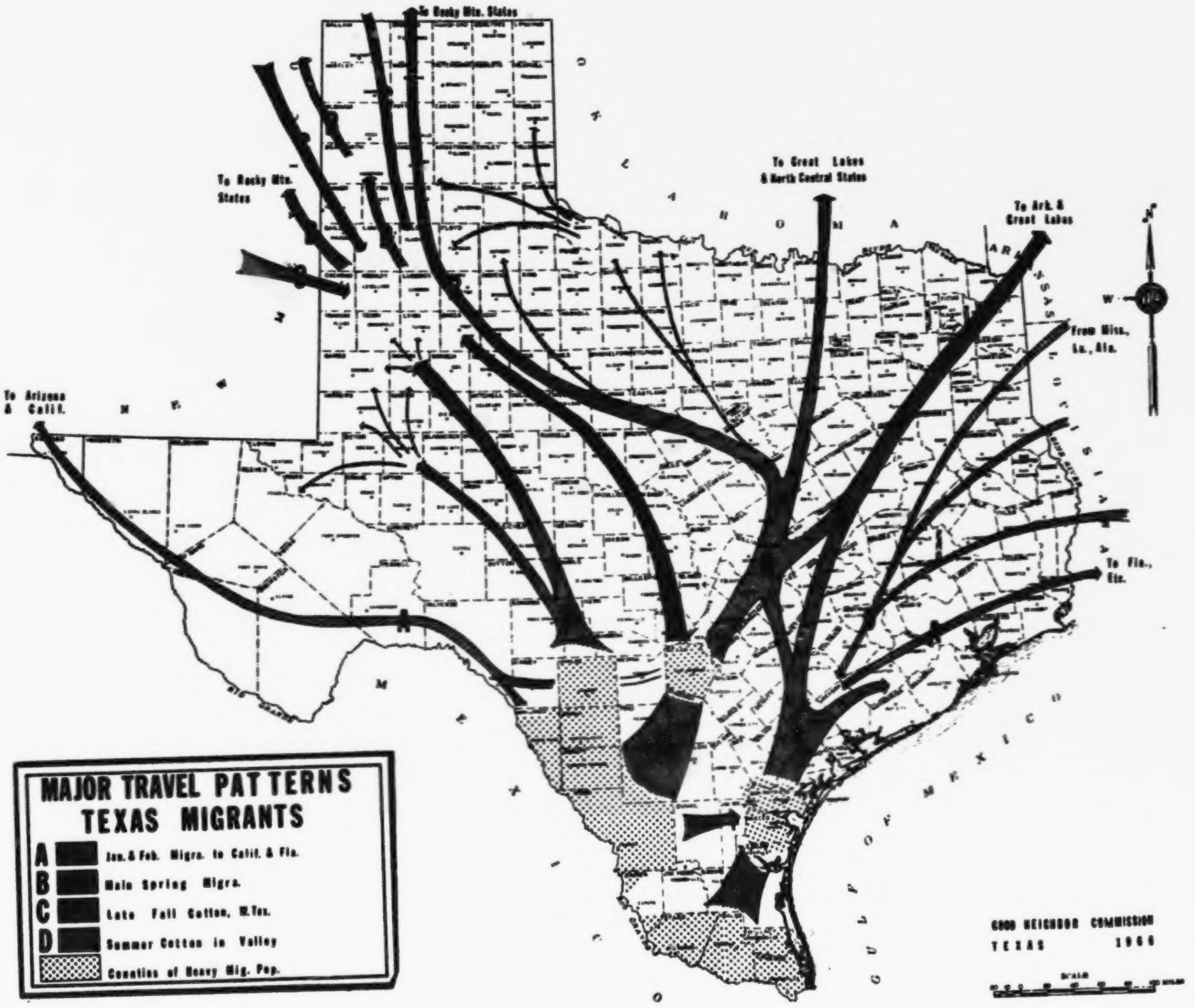
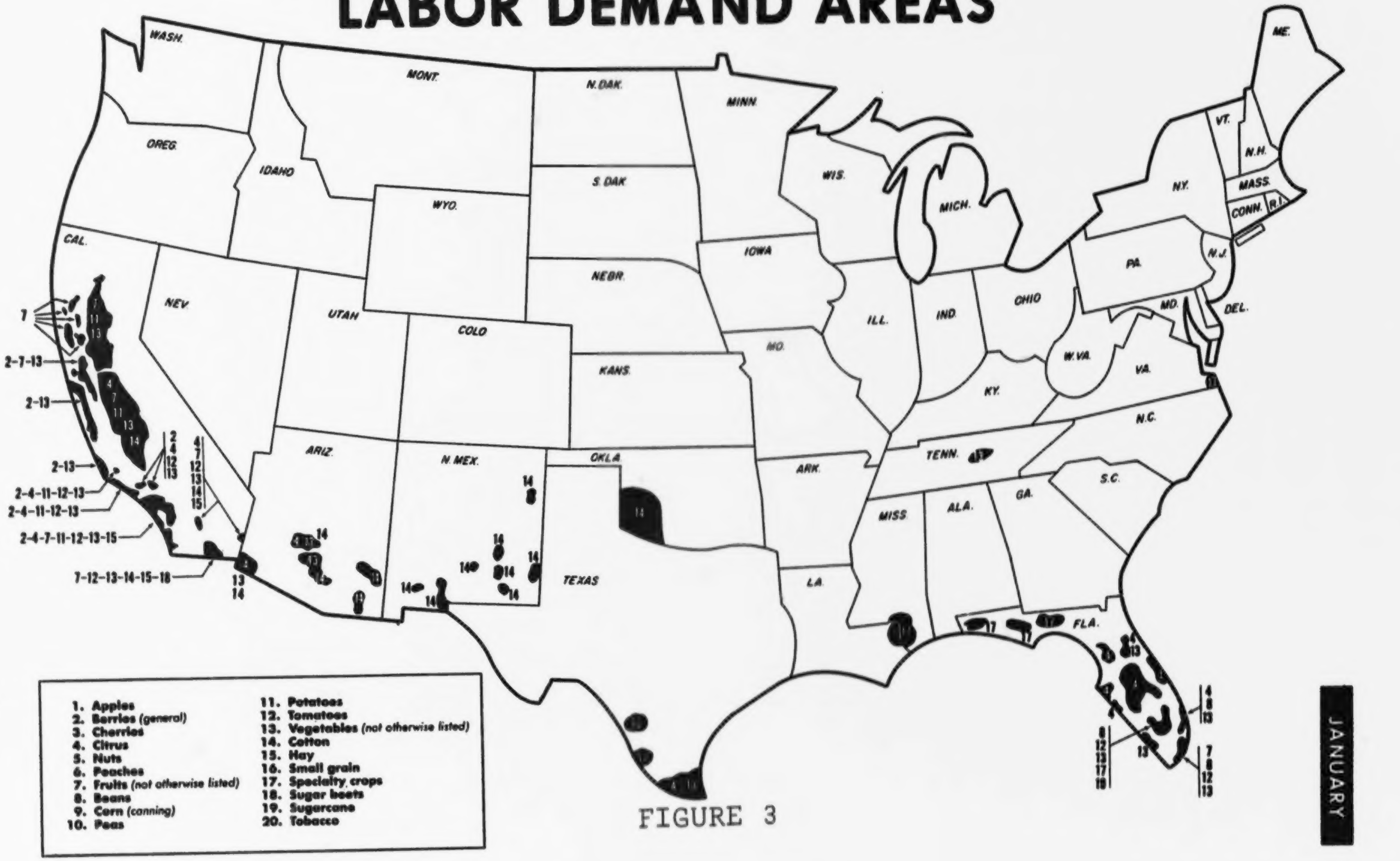

To Rocky Mtn. States
To Rocky Mtn. States
To Arizona & Calif.
To Great Lakes & North Central States
To Ark. & Great Lakes
From Miss., La., Ala.
To Fla., Etc.
OKLAHOMA
NEW MEXICO
ARKANSAS
LOUISIANA
MEXICO
GULF OF MEXICO
MAJOR TRAVEL PATTERNS
TEXAS MIGRANTS
A Jan. & Feb. Migra. to Calif. & Fla.
B Main Spring Migra.
C Late Fall Cotton, W.Tex.
D Summer Cotton in Valley
Counties of Heavy Mig. Pop.
GOOD NEIGHBOR COMMISSION
TEXAS 1966
SCALE

FIGURE 2

JANUARY

MAJOR AGRICULTURAL MIGRANT LABOR DEMAND AREAS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4 8 13
8 12 13 17 18
7 8 12 13
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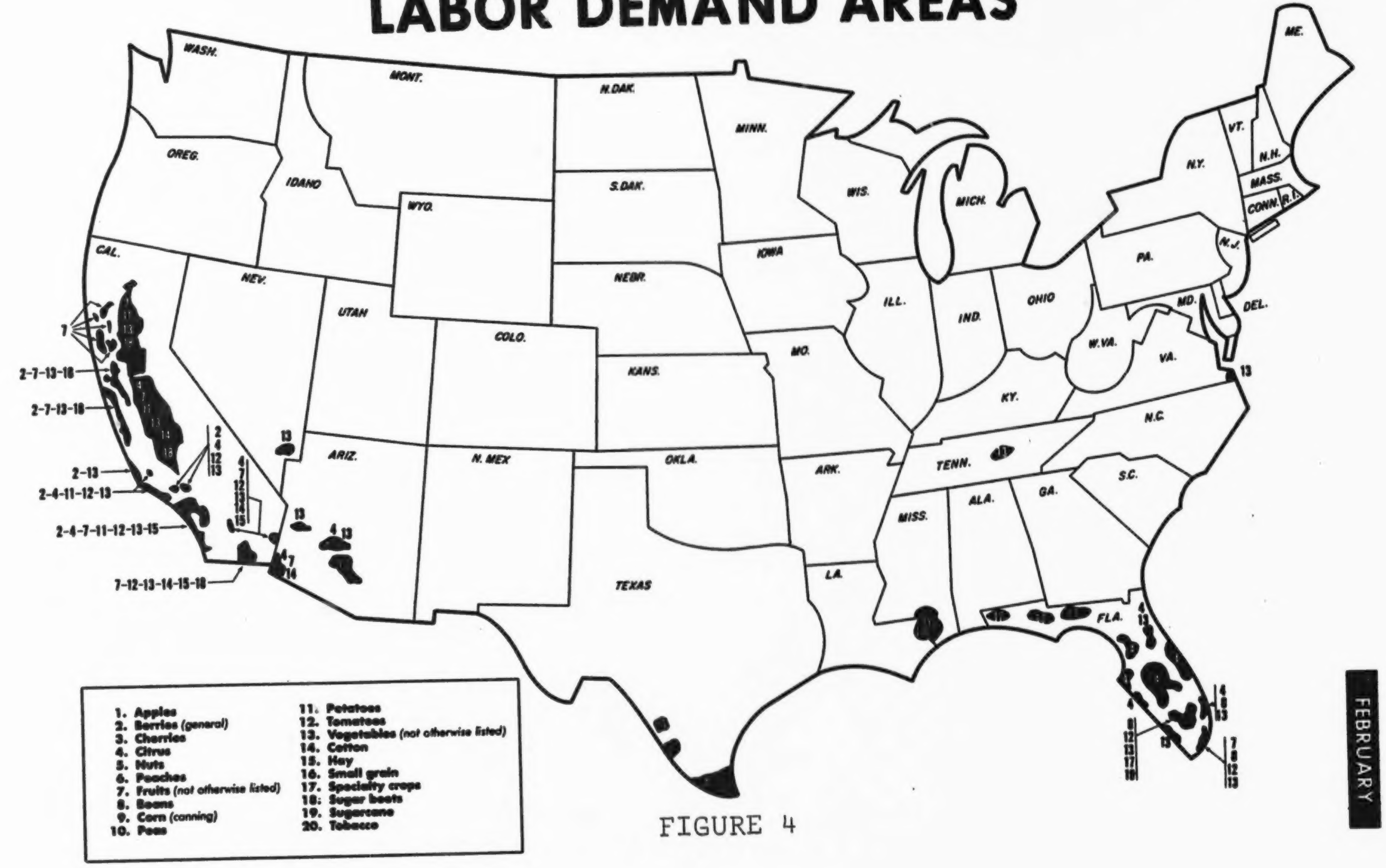
1. Apples
2. Berries (general)
3. Cherries
4. Citrus
5. Nuts
6. Peaches
7. Fruits (not otherwise listed)
8. Beans
9. Corn (canning)
10. Peas
11. Potatoes
12. Tomatoes
13. Vegetables (not otherwise listed)
14. Cotton
15. Hay
16. Small grain
17. Specialty crops
18. Sugar beets
19. Sugarcane
20. Tobacco

FIGURE 3

FEBRUARY

MAJOR AGRICULTURAL MIGRANT LABOR DEMAND AREAS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3. Cherries
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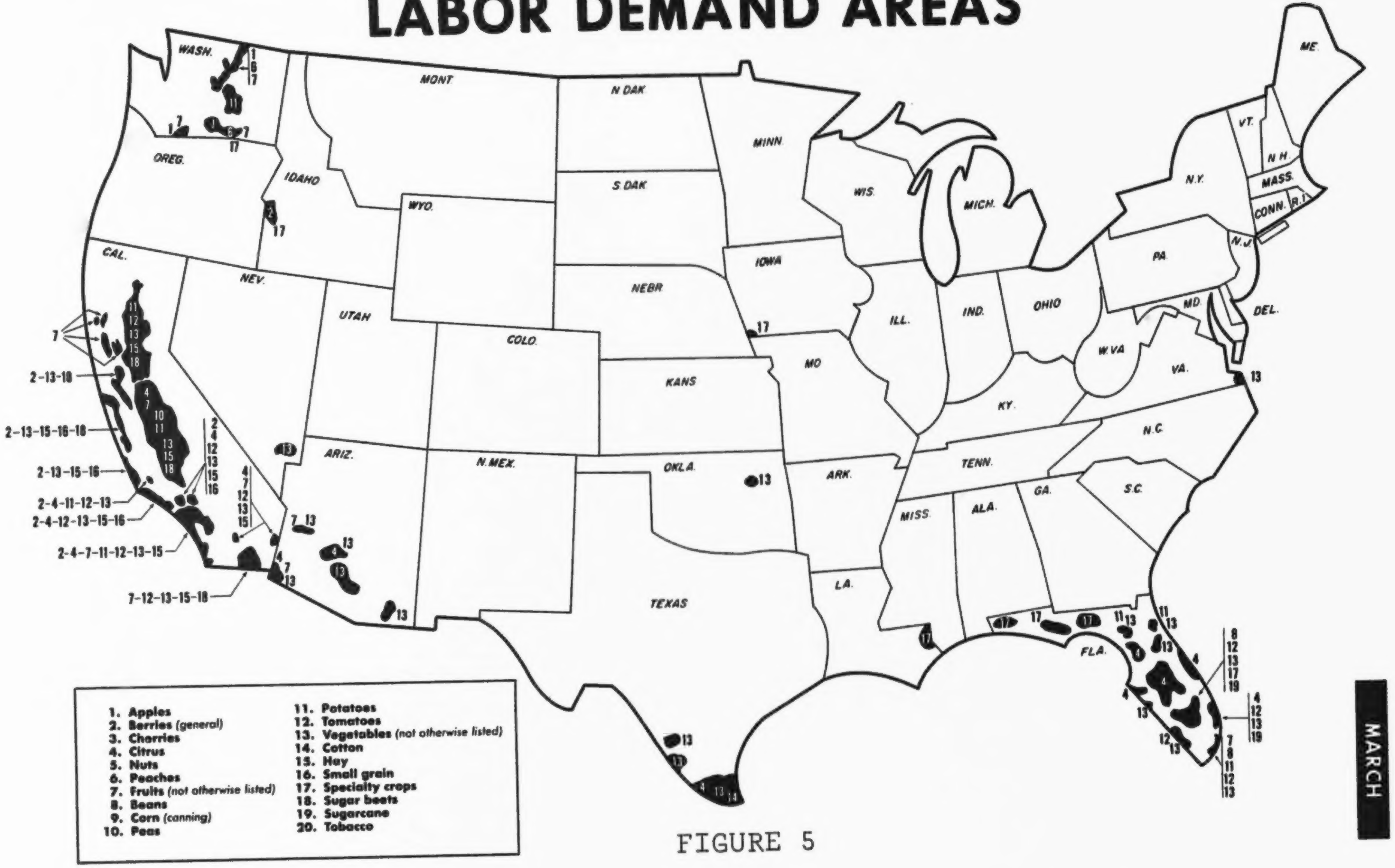
5. Nuts
6. Peaches
7. Fruits (not otherwise listed)
8. Beans
9. Corn (canning)
10. Peas
11. Potatoes
12. Tomatoes
13. Vegetables (not otherwise listed)
14. Cotton
15. Hay
16. Small grain
17. Specialty crops
18. Sugar beets
19. Sugarcane
20. Tobacco

FIGURE 4

MARCH

MAJOR AGRICULTURAL MIGRANT LABOR DEMAND AREAS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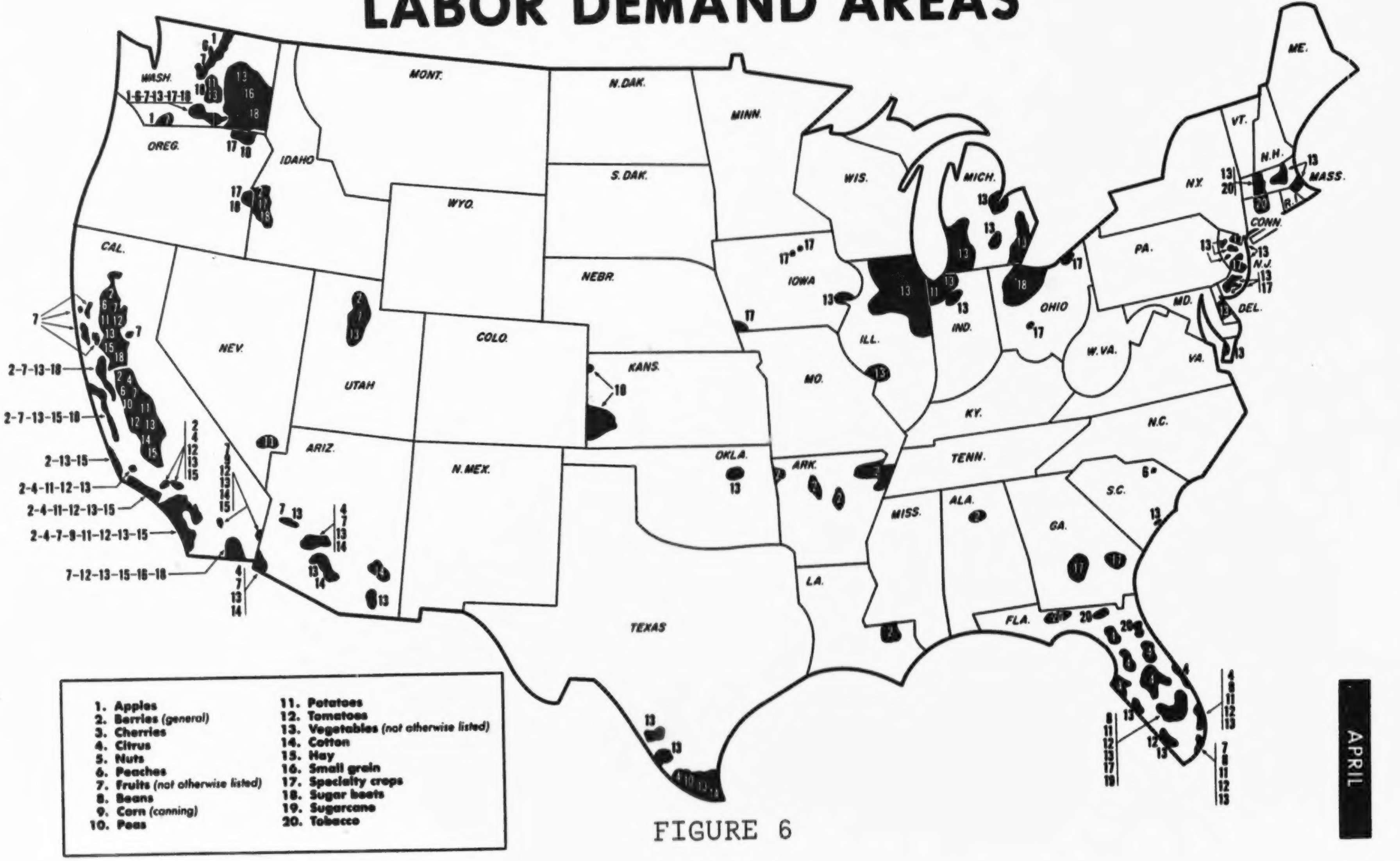
3. Cherries
4. Citrus
5. Nuts
6. Peaches
7. Fruits (not otherwise listed)
8. Beans
9. Corn (canning)
10. Peas
11. Potatoes
12. Tomatoes
13. Vegetables (not otherwise listed)
14. Cotton
15. Hay
16. Small grain
17. Specialty crops
18. Sugar beets
19. Sugarcane
20. Tobacco

FIGURE 5

MARCH

APRIL

MAJOR AGRICULTURAL MIGRANT LABOR DEMAND AREAS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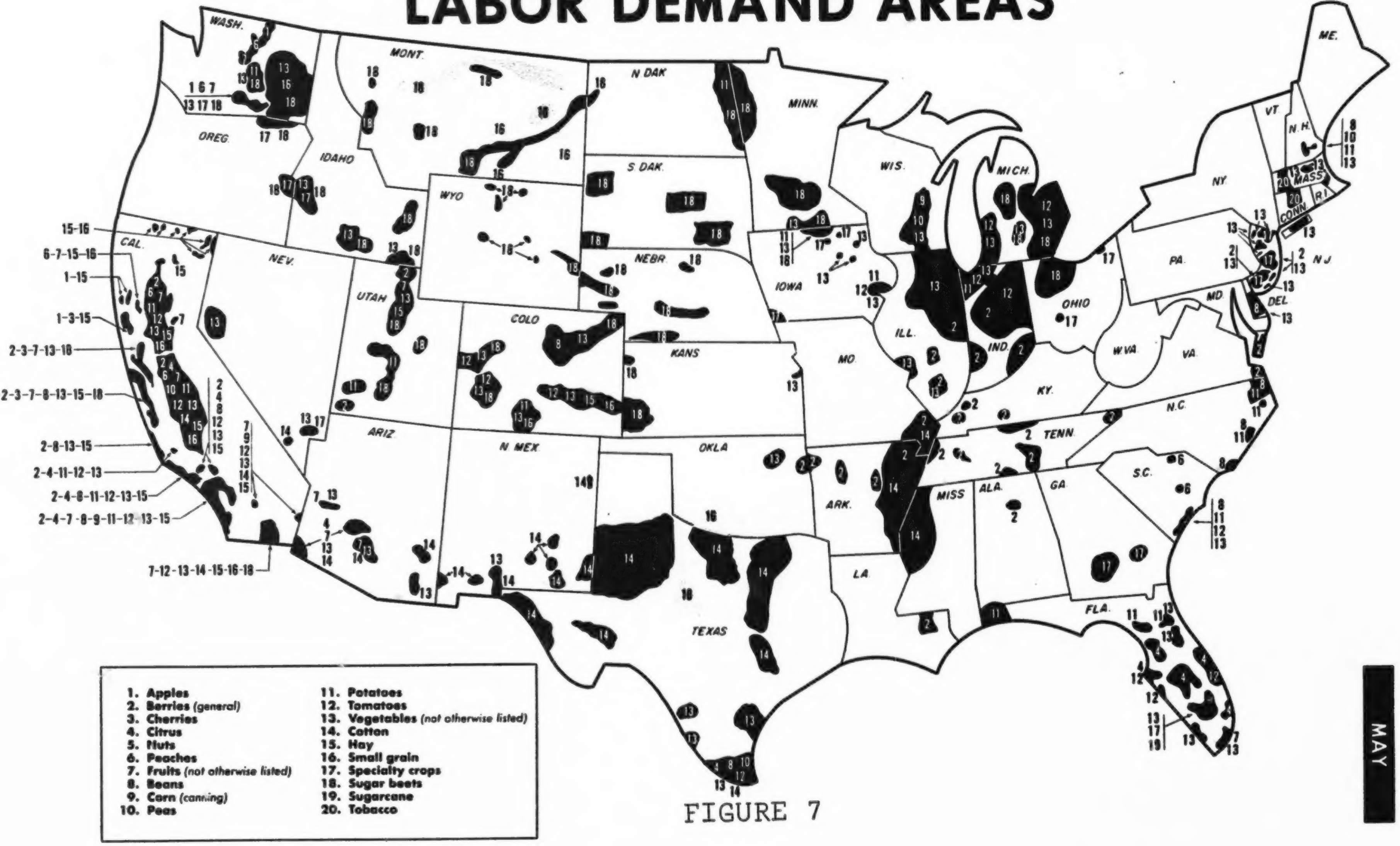
4. Citrus
5. Nuts
6. Peaches
7. Fruits (not otherwise listed)
8. Beans
9. Corn (canning)
10. Peas
11. Potatoes
12. Tomatoes
13. Vegetables (not otherwise listed)
14. Cotton
15. Hay
16. Small grain
17. Specialty crops
18. Sugar beets
19. Sugarcane
20. Tobacco
APRIL

FIGURE 6

MAY

MAJOR AGRICULTURAL MIGRANT LABOR DEMAND AREAS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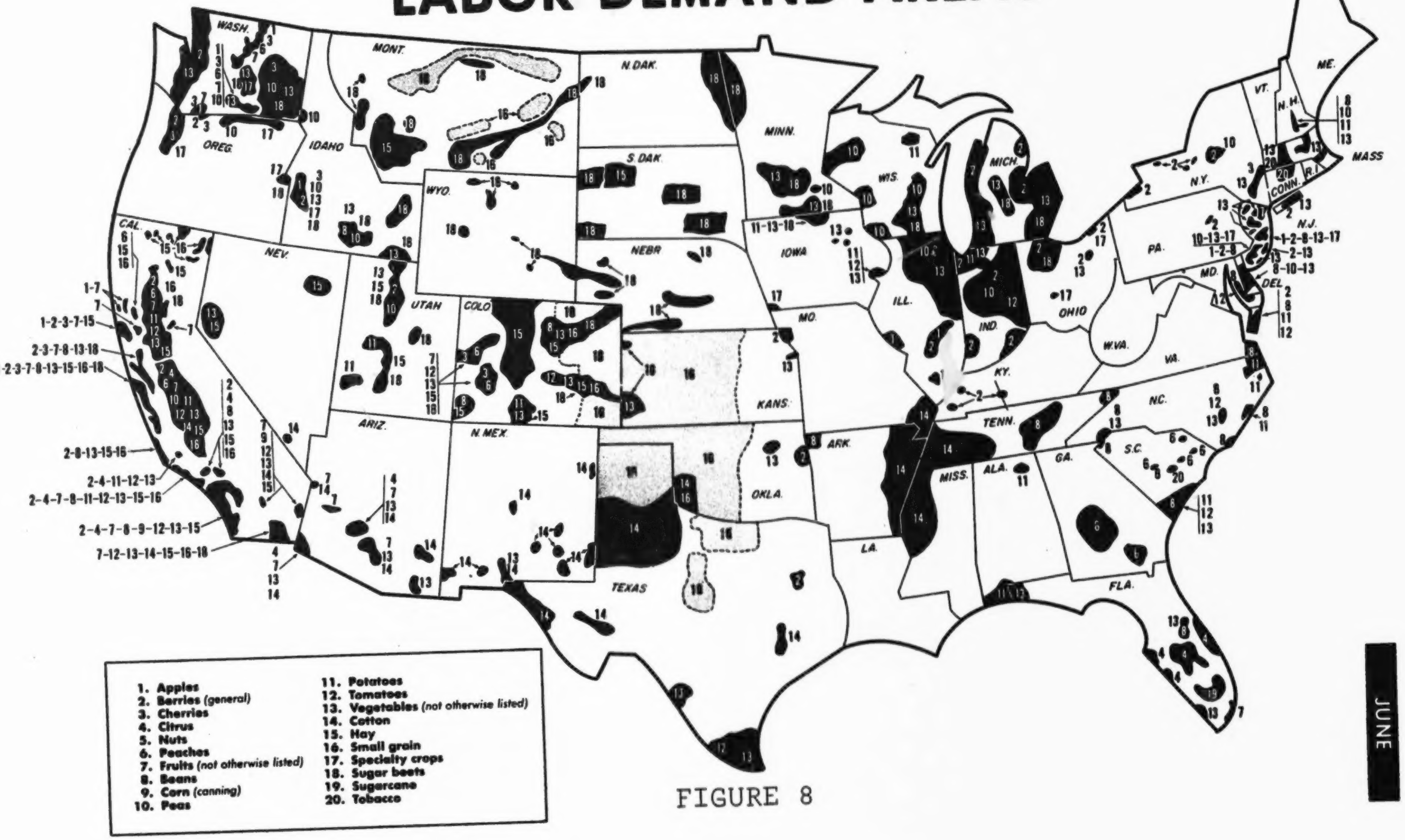
13. Vegetables (not otherwise listed)
14. Cotton
15. Hay
16. Small grain
17. Specialty crops
18. Sugar beets
19. Sugarcane
20. Tobacco

FIGURE 7

JUNE

MAJOR AGRICULTURAL MIGRANT LABOR DEMAND AREAS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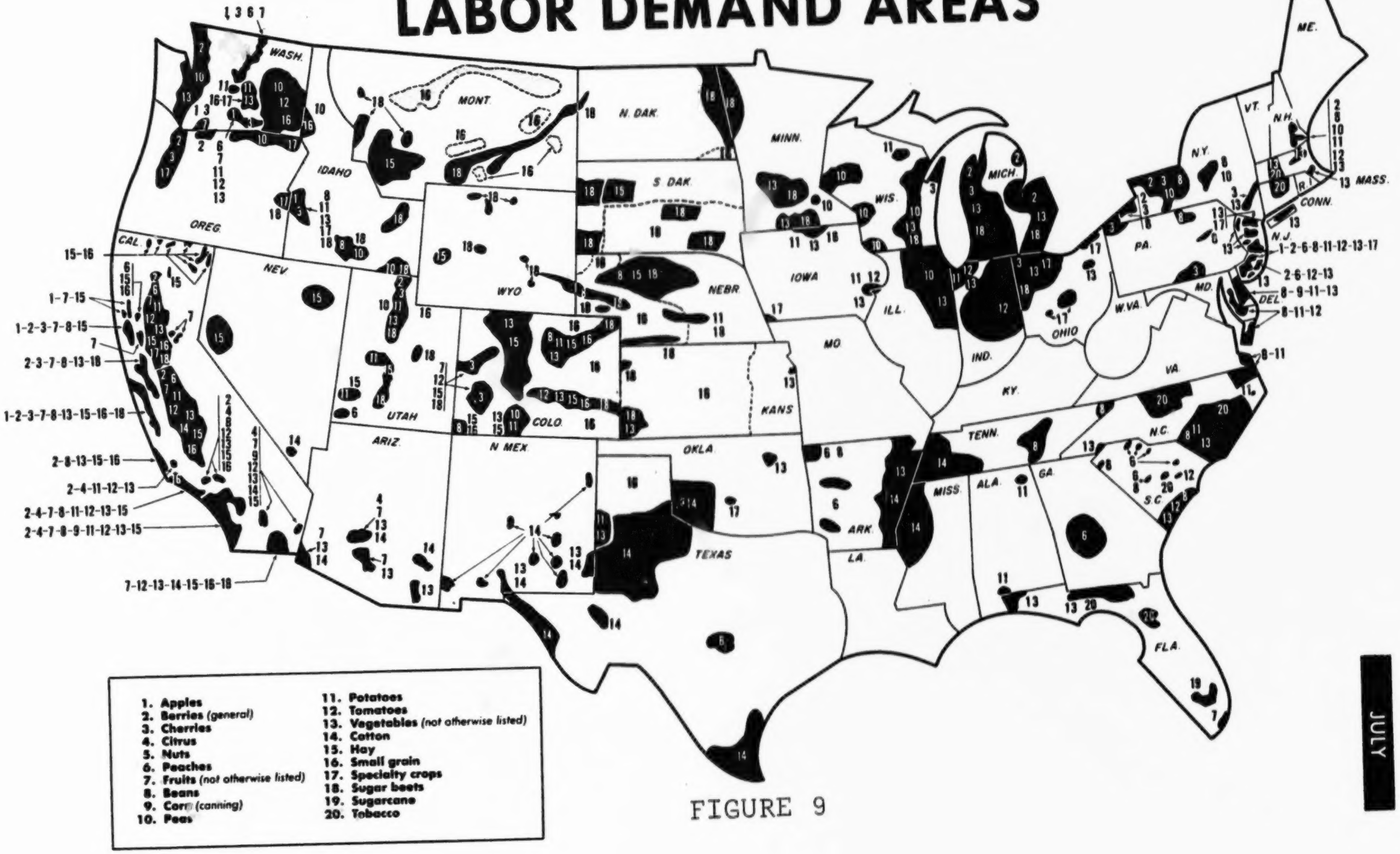
4. Citrus
5. Nuts
6. Peaches
7. Fruits (not otherwise listed)
8. Beans
9. Corn (canning)
10. Peas
11. Potatoes
12. Tomatoes
13. Vegetables (not otherwise listed)
14. Cotton
15. Hay
16. Small grain
17. Specialty crops
18. Sugar beets
19. Sugarcane
20. Tobacco

FIGURE 8

JULY

MAJOR AGRICULTURAL MIGRANT LABOR DEMAND AREAS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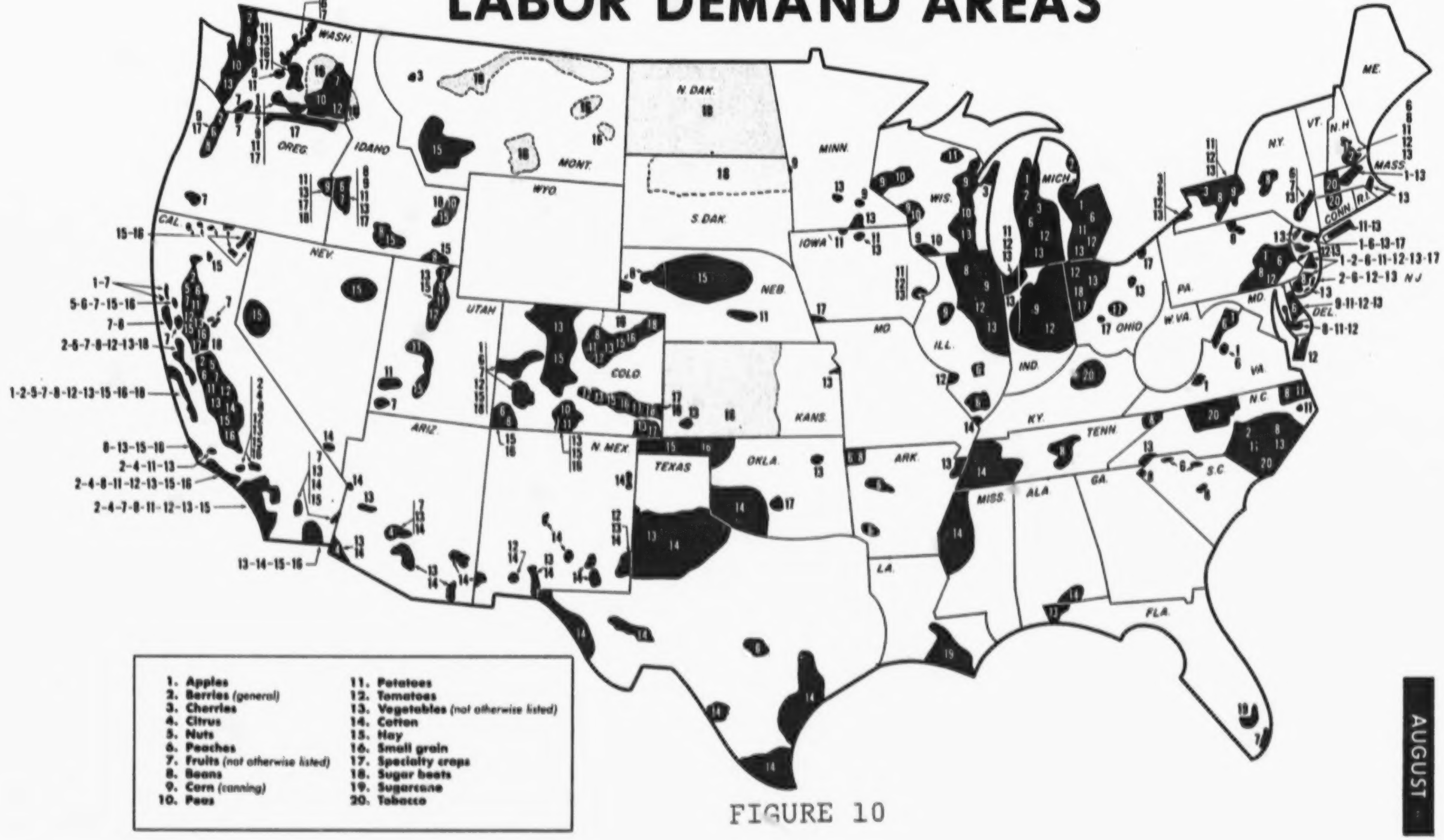
2. Berries (general)
3. Cherries
4. Citrus
5. Nuts
6. Peaches
7. Fruits (not otherwise listed)
8. Beans
9. Corn (canning)
10. Peas
11. Potatoes
12. Tomatoes
13. Vegetables (not otherwise listed)
14. Cotton
15. Hay
16. Small grain
17. Specialty crops
18. Sugar beets
19. Sugarcane
20. Tobacco

FIGURE 9

JULY

AUGUST

MAJOR AGRICULTURAL MIGRANT LABOR DEMAND AREAS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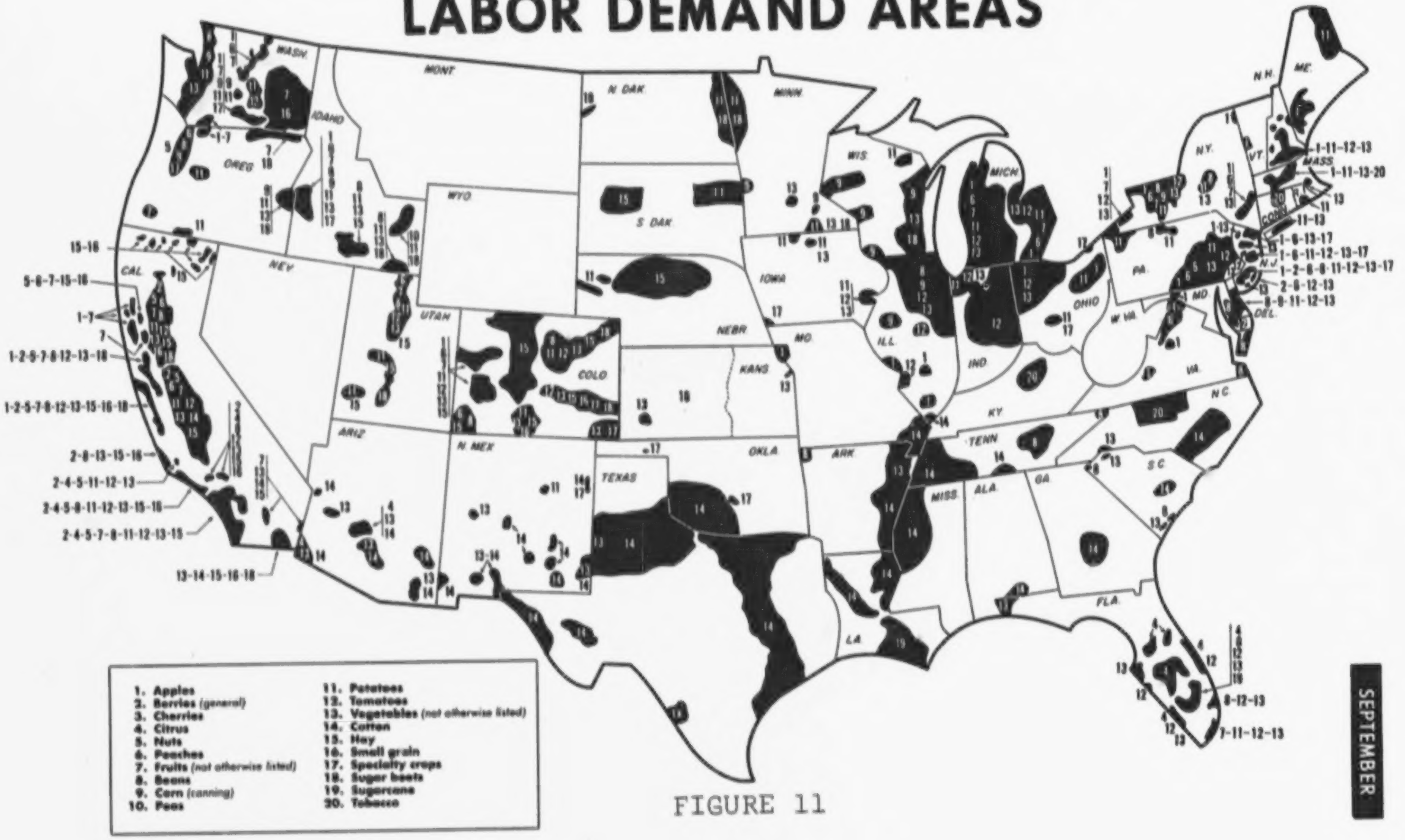
1. Apples
2. Berries (general)
3. Cherries
4. Citrus
5. Nuts
6. Peaches
7. Fruits (not otherwise listed)
8. Beans
9. Corn (canning)
10. Peas
11. Potatoes
12. Tomatoes
13. Vegetables (not otherwise listed)
14. Cotton
15. Hay
16. Small grain
17. Specialty crops
18. Sugar beets
19. Sugarcane
20. Tobacco

FIGURE 10

AUGUST

SEPTEMBER

MAJOR AGRICULTURAL MIGRANT LABOR DEMAND AREAS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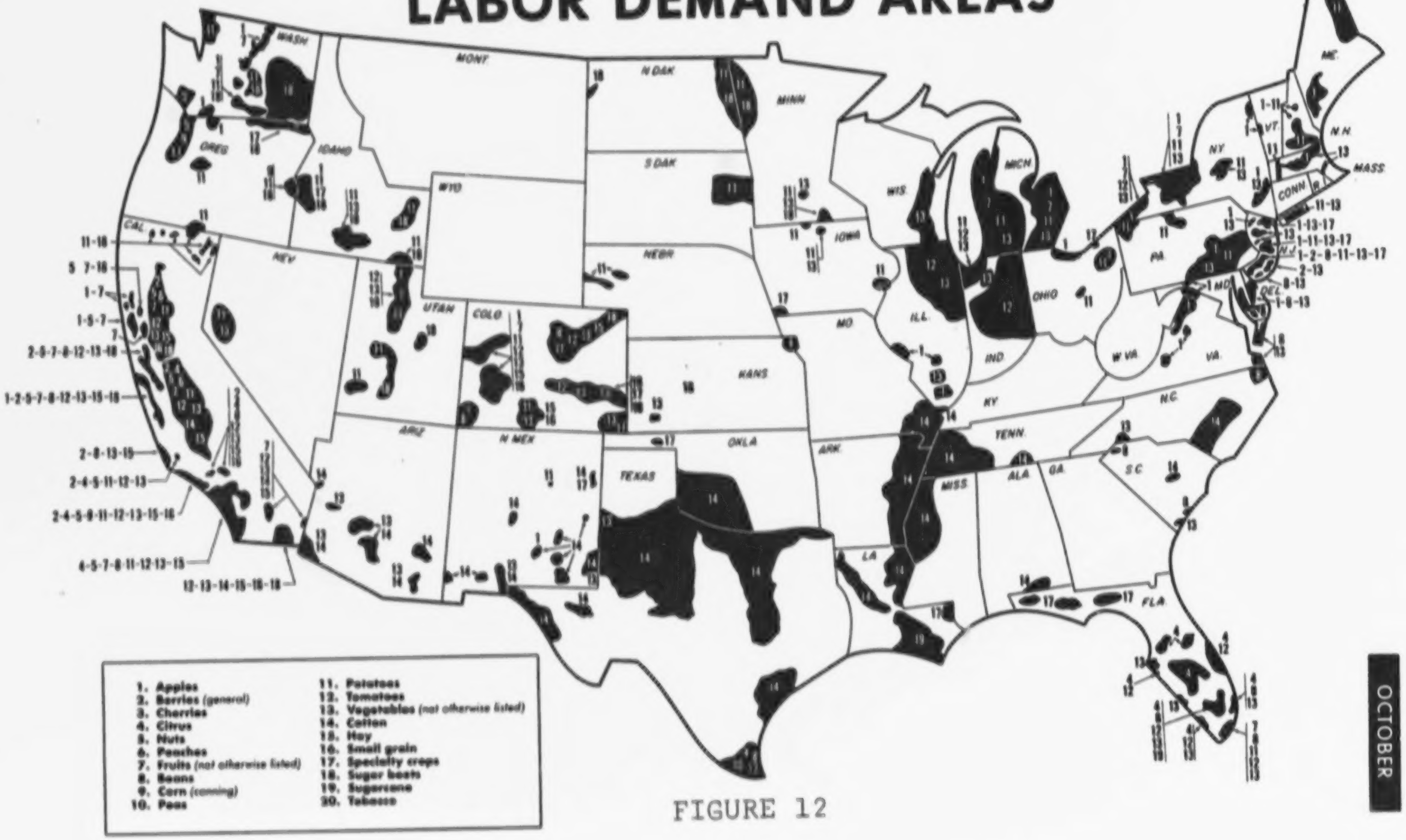
SEPTEMBER
1. Apples
2. Berries (general)
3. Cherries
4. Citrus
5. Nuts
6. Peaches
7. Fruits (not otherwise listed)
8. Beans
9. Corn (canning)
10. Peas
11. Potatoes
12. Tomatoes
13. Vegetables (not otherwise listed)
14. Cotton
15. Hay
16. Small grain
17. Specialty crops
18. Sugar beets
19. Sugarcane
20. Tobacco

FIGURE 11

OCTOBER

MAJOR AGRICULTURAL MIGRANT LABOR DEMAND AREAS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7. Fruits (not otherwise listed)
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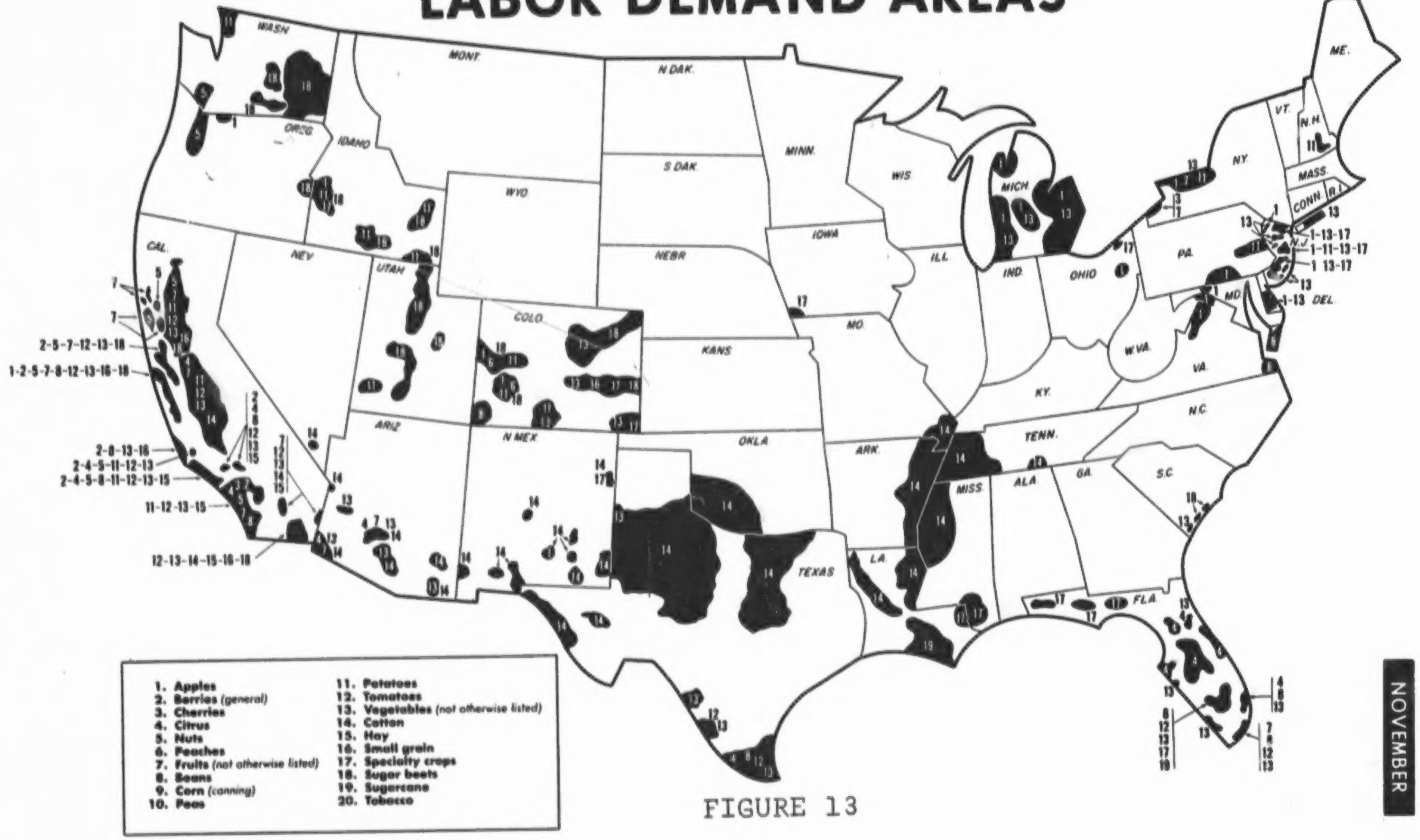
9. Corn (canning)
10. Peas
11. Potatoes
12. Tomatoes
13. Vegetables (not otherwise listed)
14. Cotton
15. Hay
16. Small grain
17. Specialty crops
18. Sugar beets
19. Sugarcane
20. Tobacco

FIGURE 12

OCTOBER

NOVEMBER

MAJOR AGRICULTURAL MIGRANT LABOR DEMAND AREAS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2. Berries (general)
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7. Fruits (not otherwise listed)
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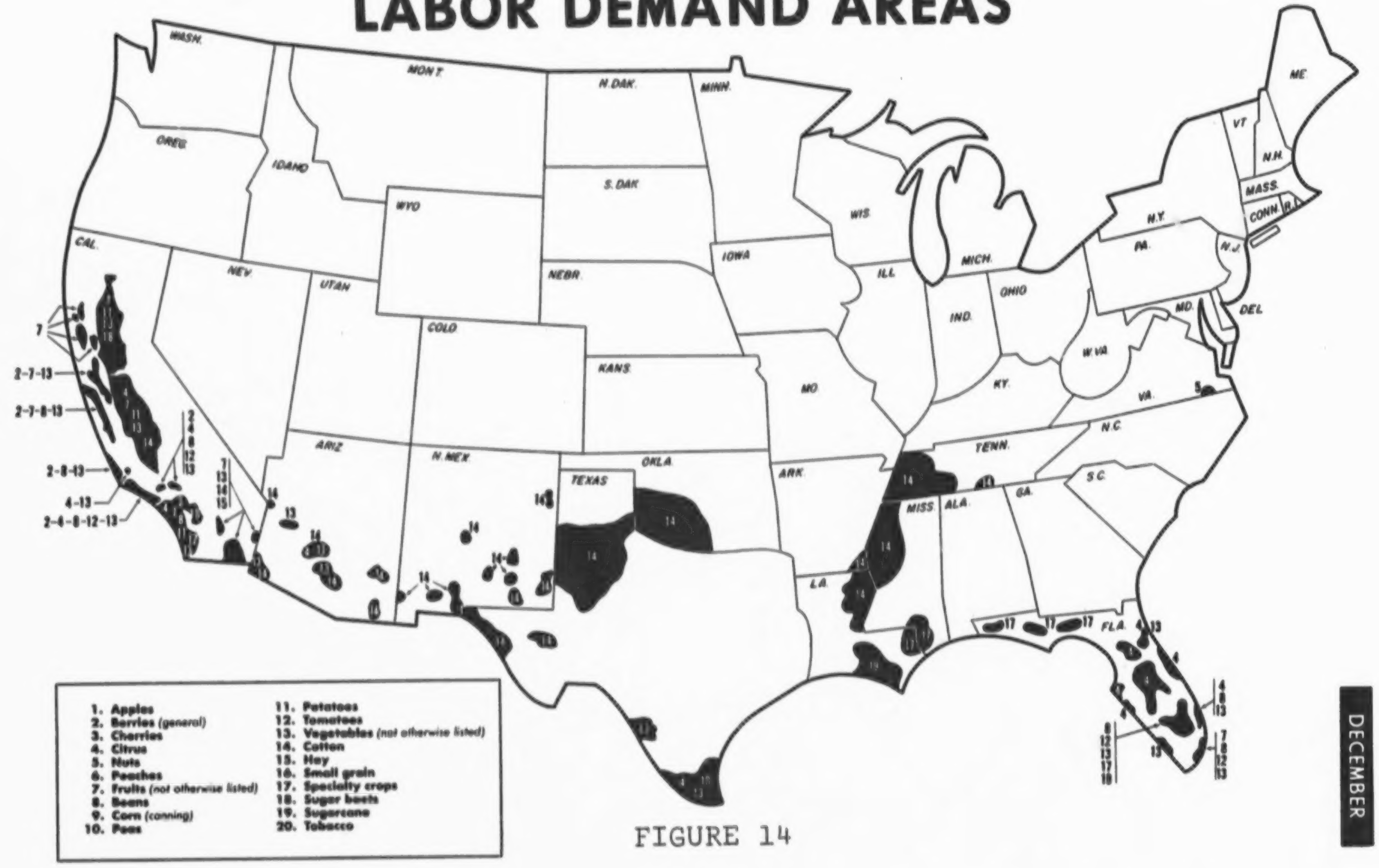
9. Corn (canning)
10. Peas
11. Potatoes
12. Tomatoes
13. Vegetables (not otherwise listed)
14. Cotton
15. Hay
16. Small grain
17. Specialty crops
18. Sugar beets
19. Sugarcane
20. Tobacco

FIGURE 13

DECEMBER

MAJOR AGRICULTURAL MIGRANT LABOR DEMAND AREAS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MD.
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N.J.
N.Y.
CONN.
R.I.
MASS.
VT.
N.H.
ME.
7
2-7-13
2-7-8-13
2-8-13
4-13
2-4-8-12-13
1. Apples
2. Berries (general)
3. Cherries
4. Citrus
5. Nuts
6. Peaches
7. Fruits (not otherwise listed)
8. Beans
9. Corn (canning)
10. Peas
11. Potatoes
12. Tomatoes
13. Vegetables (not otherwise listed)
14. Cotton
15. Hay
16. Small grain
17. Specialty crops
18. Sugar beets
19. Sugarcane
20. Tobacco

FIGURE 14

DECEMBER

crops or crop areas utilizing significant numbers (over 100) were included on these charts and no attempt was made to equate numbers of agricultural migrants to each crop area.

III. ETHNIC COMPOSITION OF AGRICULTURAL MIGRANTS

The domestic agricultural migrant work force included "Mexican Americans," Southern Negroes, American Indians, and other small groups. However, it had been pointed out that no large group of agricultural migrants had ever remained permanently migratory.[29]

"Mexican Americans"

"Mexican Americans," the term commonly applied to those of Spanish, Mexican, or other Latin American origin, had emerged in the 1950's as the largest group in our nation's agricultural migratory work force. Thousands of them would leave their homes annually to perform the hand labor on farms from Ohio and Michigan to the Pacific Northwest. Farmers in thirty-four states

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of labor, Number 0-619239 (Washington: Government Printing Office, 1961), pp. 1-13.

[29] Melvin S. Brooks, *The Social Problems of Migrant Farm Laborers* (Carbondale, Illinois: Department of Sociology, Southern Illinois University, 1960), p. 11.

used families or crews from South Texas to harvest their crops or perform other seasonal farm jobs.[30]

When these persons migrated, they usually took the family. The families were often larger than typical, and numbered between six and seven persons (the median low-income family in the United States averaged around 3.9 persons, while high-income families averaged around 2.5). Statistics showed at least forty-six percent of the household members of agricultural migrant workers engaged in migratory farm work; an additional forty-two percent migrated but did not work; and twelve percent of the family stayed at home. Those left behind included mothers with very young babies, persons too old to work, and others who for various reasons were in no condition to migrate. The rate of turnover among these migrants was high. Over a third of them had entered the migrant stream within the previous five years, and over a half within the past ten years. Prior to migrating, most of them had been engaged in farmwork of a permanent, year-around nature, and had become migrants when that work became unavailable. Those who left the migrant stream obtained jobs in cities and towns in the building and construction industry, in warehousing, in packing-house and cannery work, or in factory work. They would leave, not only because the father obtained permanent work, but also in many cases because children would have arrived at school age and needed formal education.[31]

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[30] Selma Levine and Daniel Pollett, The Migrant Farm Worker (Washington: Government Printing Office, 1960), p. 7.

The Southern Negro

The Southern Negro was the second largest source of our domestic agricultural migrant labor force. In 1958, well over 50,000 Negroes left Florida to work for the summer in the fruit and vegetable fields of the Eastern Seaboard States. They were joined by 10,000 persons from Mississippi, over 5,000 persons from Georgia and Arkansas, and approximately 4,000 persons from Missouri and South Carolina.[32]

These agricultural migrants came from small marginal farms in the Southern areas of dense rural settlements with high birth rates, where there were few outside jobs, and where topography or other obstacles hindered the use of modern machinery. Eighty percent of the sharecroppers of the country lived in these Southern areas, and the merger of farm units had displaced many of them. Migration from these areas was a continuous process and seasonal farm work served as a stepping stone for these farm people before moving into other areas of employment. The workers in this group were comparatively young, with more than 50 percent being less than thirty-five years of age, while only twenty percent were over forty-four. Their families were small, averaging only 2.8 persons, making it easier for the children to move with their parents.[33]

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[31] Ibid., p. 8.

[32] United States Department of Labor, Bureau of Employment Security, Inventory of Selected Farm Placement Activities(Washington: Government Printing Office, 1958), p. 1.

Others

Among the agricultural migrants there were other small groups. There were still a few "Okies" and displaced wheat farmers from the Midwest Dust Bowl about whom John Steinbeck wrote in Grapes of Wrath. There were American Indians and even displaced persons from Europe. In the 1958 New York Season, during the recession, there was a number of unemployed white migrants from the coal fields of Pennsylvania and West Virginia. In Oregon, the Anglo-American, often "winos" from Portland's "skid-row," formed a sizable group of agricultural migrant laborers. For the most part though, the American citizen who followed the crops was from the Mexican American group or the Southern Negro group.[34]

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[33] United States Department of Agriculture, Migratory Farm Workers in the Atlantic Coast Stream (Washington: Government Printing Office, 1957), pp. 16-17.

IV. AGRICULTURAL MIGRANT DISADVANTAGEMENT

Agricultural migrants in general, constituted a uniquely disadvantaged and impoverished element in our American Society. They were set apart from the rest of society not only by their position as members of racial or ethnic minorities but also by the mobility which pervaded every aspect of their lives, disrupting everything from their community participation to their children's education. Averaging about $1,000 per year, they have had one of the lowest average annual incomes of any group in our nation.[35]

The plight of agricultural migrants was summarized by three researchers from Grinnell College. They depict the agricultural migrant as follows:

> Not the smallest contributing factor to the migrant's difficulties is poor or almost complete

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[34] New York State Legislature, Joint Legislative Committee, Report of the New York State Joint Legislative Committee on Migrant Labor (Albany, New York: 1959), p. 2.

[35] Truman Moore, The Slaves We Rent (New York: Random House, 1965), p. 21.

> lack of education. Those least qualified for more permanent work are the most lifely to migrate. They are also least likely to feel the need of education for their children. As a result the children are taken from school to go along on the migrant routes. After several seasons the young people find themselves so far behind in school that they despair of ever finishing high school and drop out as soon as local laws allow. They are then as unfitted as their parents were before them to compete for more desirable work, and eventually find themselves in the migrant streams.
>
> In most states migrant workers do not at present enjoy the benefits of minimum wage laws, unemployment insurance, or workmen's compensation. Frequently, they have no guarantees of an opportunity to work after traveling 100 or 1,000 miles from their homes. Housing facilities available to them are usually far from the best, and too...'below minimum standards of health and decency.' When emergencies arise, migrants seldom are eligible for welfare aid because of residence requirements.[36]

The disadvantagement of agricultural migrant families has tended to lessen the possibility of agricultural migrant children becoming "normal" children. "The tone of family life conditions the infant and child in their most formative years and continues its impact in adolescence, adulthood, and old age."[37] Kagan suggested that an important facet of human development was the establishment of idealized models. These models may be the child's parents or other adults with whom he was associated.[38] The agricultural migrant child was confronted with a situation where there was little opportunity for the selection of appropriate social models outside his immediate family environment.

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[36] Janet M. Jorgenson, David E. Williams, and John H. Burma, Migratory Agricultural Workers in the United States (Grinnell, Iowa: Grinnell College, 1960), pp. 7-8.

[37] Harold W. Bernard, Human Development in Western Culture (Boston: Allyn and Bacon, Inc., 1962), p. 328.

Agricultural migrant youngsters have not been afforded equal educational opportunities in public schools. "Despite study and effort, little progress has been made in the expansion of educational opportunities for some 150,000 children who follow their parents from crop to crop."[39] The President's Commission on Migratory Labor described the difficulty of providing agricultural migrant education as follows:

> The fundamental problem in the education of migratory children is that our educational system is based on the principle of local responsibility and control--a sound principle for resident children. The migratory child, because he is itinerant and lacks equal community status, does not fit into the structure of our educational system. The local school district, hard pressed to provide for its own permanent resident children, finds it difficult to make adequate provision for migratory children.[40]

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[38] Jerome Kagan, "The Choice of Models: Development," From _Social Foundations of Education_, Jonathan C. McLendon (ed.) (New York: The Macmillan Company, 1966), p. 15.

[39] National Committee on the Education of Migrant Children, _About the National Committee on the Education of Migrant Children_, Fact Sheet Number 1 (New York: National Committee on the Education of Migrant Children, No Date, p. 1.

[40] _Migratory Labor in American Agriculture, A Report_

Disadvantaged agricultural migrant youngsters have developed unique educational needs which differ from those of typical American school children. The most comprehensive list of educational needs of these children was developed by the Migrant Division of the California State Department of Education. Those needs were described as follows:

1. Equal Opportunity - Migrant children and youth need educational programs which offer them the same opportunity for maximum development.
2. Continuity in the Educational Program - Schools which educate migrant children and youth need to improve cooperative planning and communication for greater continuity in their education.
3. Mastery of English - Schools should provide systematic instruction in the English language, both for children and youth who speak a different language and for those who speak nonstandard English.
4. Sufficient Specialized Personnel - Fundamental to a good program is a sufficient number of teachers and other personnel trained in the special requirements of the recommended program.
5. Adequate Facilities and Equipment - Schools in the migrant areas should be supplied with the facilities and equipment needed for the recommended program.
6. Attitudes Favorable to Success - Migrant farm families need educational experiences designed to develop and strengthen self-confidence and self-direction.

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of the President's Commission of Migratory Labor (Washington: Government Printing Office, 1951), p. 167.

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7. Vocational Guidance and Education - School programs should lead directly to improved vocational opportunities for members of migrant families.

8. Individualized Learning Programs - School programs for migrant children and youth should be based on their special needs.

9. Broadening Background and Interests - Migrant families need compensatory experiences and activities designed to develop understandings, interests, and expressive ability.

10. Secondary Education - All migrant youth should be encouraged to obtain a high school education.

11. Kindergarten and Pre-School Programs - Young children of migrant families should have opportunities to attend kindergarten and pre-school programs.

12. Better Living - School programs should assist migrant families in dealing with problems of daily living under camp conditions and to develop the skills and knowledge needed.

13. Relevance and Meaning - Educational programs should be directly and immediately related to the experiences, needs, and goals of migrants.

14. Identification and Citizenship - Educational programs should be planned to help migrant families identify with the community and with the country as participating citizens.

15. Flexibility in Educational Arrangements - New ways of organizing and implementing educational programs should be developed.

16. Cultural Background - Migrant families have a rich heritage from which many curricular experiences may be drawn for all children.[41]

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[41] _California Plan for the Education of Migrant_

Private agencies, some school districts, and a few states have provided excellent agricultural migrant educational programs. These efforts have been sporadic and have failed to provide adequate agricultural migrant education. Moore reported that "many states have carried on experimental programs for educating agricultural migrant children, but their total effect had been slight."[42]

Federal Aid

The first direct Federal assistance to agricultural migrant educational programs resulted with the Economic Opportunity Act of 1964. Under Title III, Section 301, special grants were made available to certain non-profit entities for the express purpose of providing educational programs to agricultural migrant children.[43]

By 1966, Stockburger had identified fifty program agencies in thirty five states which were funded by the Economic Opportunity Act and provided special types of

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Children, An Application Authorized under Public Law 89-750, Title I, Elementary Secondary Education Act of 1966 (Sacramento, California: California State Department of Education, 1967), pp. 7-8.

[42] Truman Moore, The Slaves We Rent (New York: Random House, 1965), p. 56.

[43] Deborah P. Wolfe, "What the Economic Opportunity Act Means to the Negro," The Journal of Negro Education, XXXIV (Winter, 1965), 90-91.

agricultural migrant educational programs. These programs, sponsored by both public and private agencies, consisted of pre-school and elementary education during the summer and regular school terms. Stockburger asked each program director to state the primary purpose of their educational program. The tabulated responses show the number of programs and their specific aims as follows:[44]

Remedial Instruction	37
Enrichment	31
English Language	25
Regular Curriculum	8
Day Care (with some academic work)	18

The amendment to the Elementary Secondary Education Act of 1965 constituted the second Federal program (the first major financial step) directed toward education of agricultural migrant children. Under this amendment, categorical aid was made available to those school districts where agricultural migrant children were located, for the specific purpose of providing specially designed educational programs for those children.[45]

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[44] Cassandra Stockburger, Director of National Committee on the Education of Migrant Children, New York, Information Acquired from a Questionnaire Administered by Stockburger in December of 1966.

[45] J.K. Southard (compiler), *A Survey of School Age Children from Migrant Agricultural Families within Dona Ana County, New Mexico* (Las Cruces, New Mexico: Las Cruces School District No. 2, 1967), p. 1.

CHAPTER III

SURVEY OF SCHOOLS FOR AGRICULTURAL MIGRANT CHILDREN

To gather the data reported in this chapter, the writer initially contacted the State Departments of Education, State Departments of Labor, and the Migrant Ministry representatives (hereafter referred to as agencies) of each of the forty-eight interconnected states. The questionnaire and cover letter used for this effort can be found in Appendix A. This questionnaire was finalized by sending it to the three agencies in California, Colorado, Florida, and Texas in November of 1967. After finalization, the questionnaire was then mailed to the three agencies in each of the other states in December of 1967. The writer experienced a one-hundred percent return from the State Departments of Education, a fifty-six percent return from the State Departments of Labor, and a sixty-three percent return from the Migrant Ministry representatives.

The initial questionnaire, mailed to the three agencies, served to identify 389 local schools providing education to agricultural migrant children. At this point, data accumulation forms devised by the investigator, and included in Appendix B along with the cover letter, were mailed to five schools in each of the four states: California, Colorado, Florida, and Texas. This mailing served to validate the data accumulation form, after which time the other 369 forms were mailed in February of 1968 to the local schools throughout the United States. A follow-up letter was used to stimulate a greater percentage of return and was mailed in March of 1968. Seventy percent of the contact persons in these schools responded to both of these requests for information.

In order that comparisons could be made with the information from the questionnaires, the United States was divided into six geographic areas where concentrations of agricultural migrants existed. Those areas were divided as follows:

Geographic Area	Description
1	Florida (Home base of the East Coast Stream)
2	East Coast Stream except Florida
3	Texas (Home base of the Mid-Continent Stream)
4	Midwest fork of the Mid-Continent Stream
5	Rocky Mountain fork of the Mid-Continent Stream
6	West Coast Stream

These six geographic areas can be better understood by going to Figure I on page 18 which illustrates the major movements of agricultural migrant workers in the United States. A second division for comparison was accomplished by classifying each reporting school according to its student population size (fall semester 1967). Those classifications were utilized that "School Management" uses each

January in its annual report of statistical information concerning school districts, which were:

Number	School Size
1	25,001 or more
2	12,001-25,000
3	6,001-12,000
4	4,001-6,000
5	1,201-4,000
6	601-1,200
7	1-600[1]

The remainder of this chapter is devoted to a report of the information obtained from each question of the data accumulation forms.

Agricultural Migrant Children: Attendance and Schools

1. "Did you have agricultural migrant children enrolled in your school(s) during the calendar year 1967?"

Two-hundred and seventy-six respondents answered affirmatively to this question and were distributed as follows in the six geographic areas.

Geographic Area	1	2	3	4	5	6	
Number of Schools	20	53	32	77	45	49	= 276

2. "Did your school census or other sources indicate school age agricultural migrant children in your district

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[1] "The 1966-67 Cost of Education Index," School Management, II, Number 1 (January, 1967), 109-150.

during the spring or fall semesters of 1967 who did not enroll in school? yes____ no____ If yes, please list the problems involved in enrolling these youngsters in school."

Some difficulty was demonstrated through the responses to this question. While 131 schools reported encountering no problems, 79 stated that difficulty was being experienced, and 66 failed to respond. A geographic breakdown of responses is reported:

Geographic Area	Yes	No		Totals
1	7(46%)	9(56%)		16
2	5(13%)	33(87%)		38
3	10(43%)	13(57%)		23
4	21(38%)	35(62%)		56
5	21(51%)	20(49%)		41
6	15(42%)	21(58%)		36
Totals	79(38%)	131(62%)	=	210

Of those school officials reporting difficulty, some of their remarks included:

Insufficient number of specialized classes.
Lack of student records and information.
Parents would rather have their youngsters working in the fields or babysitting.
Parents say they will only be in the school district a short time and some parents move if pressured to make their youngsters attend school.
Lack of interest and concern by parents.
Lack of interest by youngsters.
Lack of adequate clothing.
Inability to speak English.
Not able to communicate with the Mexican American parents.
Unable to locate the children in our school district.
The employers will not cooperate.
Lack of money.
School is unable to meet the special needs of the children.
Crowded classrooms and not enough textbooks and workbooks.
Too much diagnosis required by teacher before effective teaching can begin.

3. "How many pupils (total ADA at the end of each term) were enrolled in your school district in each of the following categories?"

The categories included the ADA in headstart, kindergarten, elementary (1-6), and secondary (7-12) during each of the three terms: spring, summer, and fall of 1967. The information from the fall semester of 1967 was used to classify each school in one of the seven categories (school size) which are explained on page 50 and is reported by geographic area in Appendix C.

4. "How many agricultural migrant children were enrolled in your school(s) in each category below (ADA at the end of each term)?

These categories also included the ADA in headstart, kindergarten, elementary (1-6), and secondary (7-12) during each of the three terms: spring, summer, and fall of 1967. Of those schools reporting, their total numbers of agricultural migrant children for the three terms were:

Spring 1967	47,198
Summer 1967	24,001
Fall 1967	61,444

Appendix D contains the complete account of agricultural migrant children by geographic area within the United States, which were identified.

5. "What was the approximate population (total)

residing in your school?"

Question number five was adjudged unreliable by the investigator, consequently it is not reported in the study.

6. "Was your school(s) public?_____private?_____ If private,was it church affiliated? yes_____no_____ If yes, what denomination?"

Of the 276 schools reporting, 22 were classified as private, with 18 being Catholic affiliated, 3 being non-denominational, and 1 failing to show affiliation. Totals by geographic area were:

Geographic Area	Yes	No	Totals
1	20(100%)	0	20
2	48(91%)	5(9%)	53
3	32(100%)	0	32
4	70(91%)	7(9%)	77
5	42(93%)	3(7%)	45
6	42(86%)	7(14%)	49
Totals	254(92%)	22(8%)	276

Source of Educational Funds

7. "What were the sources of funds used for educating your agricultural migrant children during the 1967 spring semester? Insert the approximate percentage of total funds used beside each category below."

8. "What were the sources of funds used for educating your agricultural migrant children during the 1967 summer term? Insert the approximate percentage of total funds used beside each category below."

9. "What were the sources of funds used for educating your agricultural migrant children during the 1967 fall semester? Insert the approximate percentage of total funds used beside each category below."

The categories referred to in each of questions number 7, 8, and 9 were: regular school funds, special state appropriations, Office of Economic Opportunity funds, Elementary Secondary Education Act funds, private funds, and other funds. Schools utilizing state appropriations increased from 18 to 38 between the spring semester and the fall semester of 1967, with 35 of 188 schools availing themselves of special state appropriations during the summer term. Although little change was noted in the number of schools using regular school funds for the education of agricultural migrant children, a noticeable trend was that more schools were using smaller percentages of their regular school funds. Those schools using ESEA funds increased from 95 to 140, with larger percentages of the total expenditures also coming from ESEA funds. Little change was detected in the use of OEO funds; 14 schools were reported as using those funds during the spring of 1967 and 16 during the fall term of 1967, while 52 used the OEO funds during the summer session. The use of private funds for the education of agricultural migrant children played only a minor role: three schools reported the use of private funds during the summer term, two during the fall term, and none used private funds during the spring semester. Appendix E includes all the responses to questions 7, 8, and 9.

12. "Did your agricultural migrant children participate in co-curricular activities (those activities outside the regular curriculum) as much as your regular students? yes_____no_____ If no, why not? (List the reasons which the teachers of migrant children express)."

Fifty-three percent of the replies to this question stated that agricultural migrant children did participate in co-curricular activities as much as the other pupils. However, forty-seven percent of the answers were negative. The replies, both geographically and by school size, were:

Geographic Area	Yes	No	Totals
1	9(53%)	8(47%)	17
2	30(64%)	17(36%)	47
3	21(66%)	11(34%)	32
4	30(40%)	45(60%)	75
5	25(56%)	20(44%)	45
6	24(55%)	20(45%)	44
Totals	139(53%)	121(47%)	260

School Size	Yes	No	Totals
1	5(63%)	3(37%)	8
2	5(42%)	7(58%)	12
3	15(54%)	13(46%)	28
4	8(53%)	7(47%)	15
5	45(49%)	46(51%)	91
6	33(61%)	21(39%)	54
7	28(54%)	24(46%)	52
Totals	139(53%)	121(47%)	260

Reasons cited for agricultural migrant children failing to participate in co-curricular activities as much as other children included:

A lack of transportation.
Definite separation between Anglos and Latins
Failure of parents to participate in community and school affairs.
Working or taking care of younger brothers and sisters.
Lack of interest.
Lack of time because of long academic day.
Timidity, and fear of rejection by peers.
Lack of money to participate.
Language barrier, poor communication skills.
Lack of background experiences.
Lack of clothing and money.
Cultural differences
Enrolled in school for very short period of time.
Do not care for sports and other activities.
Poor self concept.
Listless because of hunger and loss of sleep.

Special Programs for Agricultural Migrant Children

13. "Did your school(s) group agricultural migrant children by themselves? yes_____no_____"

Sixty-four percent of the respondents stated that they were not grouping agricultural migrant children by themselves for instructional purposes, while 36 percent replied yes to this question. The only geographic area where a majority of the schools practiced this type of grouping was in area three (Texas). Total responses to question 13 are presented by geographic area and school size:

Geographic Area	Yes	No	Totals
1	3(15%)	17(85%)	20
2	19(37%)	33(63%)	52
3	19(63%)	11(37%)	30
4	30(48%)	32(52%)	62
5	11(26%)	31(74%)	42
6	9(18%)	40(82%)	49
Totals	91(36%)	164(64%)	255

School Size	Yes	No	Totals
1	5(63%)	3(37%)	8
2	6(46%)	7(54%)	13
3	11(38%)	18(62%)	29
4	6(40%)	9(60%)	15
5	22(26%)	63(74%)	85
6	22(41%)	32(59%)	54
7	19(37%)	32(63%)	51
Totals	91(36%)	164(64%)	255

Respondents were asked to list the advantages and disadvantages in grouping agricultural migrant children separately. Their responses were:

Advantages.

Small group relationship with teacher.
More individual attention.
Non-migrants are not slowed by migrants.
Migrants can progress together.
So the regular school program will not be handicapped or disrupted.
Reading and language arts were abetted.
Administratively advantageous.
Poor cultural experiences.
Low moral habits and diseases.
Special teacher who could speak Spanish.
The children like it, they do not care to be mixed.
Help correct language difficulties.
Better parental involvement.

Disadvantages.

Segregated from peers.
Creates an atmosphere of dependence.

Lack of learning by association.
Students feel they are discriminated against.
Isolation limits social advancement.
The variation in the ages of students.
Segregation is contrary to philosophy of education.
Negative self concepts are developed.
Teaching of facility in English is hindered.
Some parents complain about segregation.
They don't develop a sense of belonging.

14. "Were your agricultural migrant children provided a special educational program which differed from your regular curriculum? yes_____no_____."

A total of 259 school officials responded to this question: 71 percent answered yes and 29 percent said no. The tabulations by geographic area and school size were:

Geographic Area	Yes	No	Totals
1	14(74%)	5(26%)	19
2	37(71%)	15(29%)	52
3	24(80%)	6(20%)	30
4	42(62%)	26(38%)	68
5	31(70%)	13(30%)	44
6	35(76%)	11(24%)	46
Totals	183(71%)	76(29%)	259

School Size	Yes	No	Totals
1	8(100%)	0	8
2	8(62%)	5(38%)	13
3	20(69%)	9(31%)	29
4	12(80%)	3(20%)	15
5	65(73%)	24(27%)	89
6	35(65%)	19(35%)	54
7	35(69%)	16(31%)	51
Totals	183(71%)	76(29%)	259

Those responding affirmatively were asked to list the needs which their special educational programs were designed to fulfill. Those needs were:

Communicative skills.
Cultural development.
Skills in mathematics.
A more positive self concept.
Art and music skills.
Cleanliness and health.
Social adequacies.
Science skills.
Social science skills.
Basic skills.
Vocational training and guidance.

15. "In which academic area did agricultural migrant children experience the most difficulty? Rank from 1 through 4, with 4 representing the area causing the most difficulty."

The school officials were provided the four academic areas of arithmetic, language arts, science, and social studies which they were to rank according to difficulty. Language arts was ranked as the subject causing the most difficulty by 117 respondents. In descending order of difficulty, the other subjects were scored: arithmetic 40, science 35, and social studies 27. Table I contains the complete ranking by geographic area and school size of the four academic areas.

16. "Check the following services which were available from any source to agricultural migrant children during the regular school term."

The checklist of services included guidance, health, school psychologist, reading specialist, speech therapy, and transportation. Transportation was checked as being

TABLE I

A RANKING OF THE FOUR ACADEMIC AREAS IN WHICH AGRICULTURAL MIGRANT CHILDREN EXPERIENCE THE MOST DIFFICULTY*

	Geographic Area					
Rank #1	1	2	3	4	5	6
Arithmetic	6	8	17	22	10	16= 79
Language Arts	5	15	10	21	17	13= 81
Science	1	8	0	4	4	4= 21
Social Studies	4	7	1	13	6	7= 38
Totals	16	38	28	60	37	40=219

Rank #2						
Arithmetic	5	17	2	14	13	7= 58
Language Arts	0	2	3	4	1	1= 11
Science	5	6	14	25	12	15= 77
Social Studies	6	13	9	17	11	17= 73
Totals	16	38	28	60	37	40=219

Rank #3						
Arithmetic	5	13	2	16	7	11= 54
Language Arts	0	0	0	3	4	1= 8
Science	7	15	13	18	10	14= 77
Social Studies	4	10	13	23	16	14= 80
Totals	16	38	28	60	37	40=219

Rank #4						
Arithmetic	0	3	7	12	8	10= 40
Language Arts	11	21	15	31	16	23=117
Science	3	7	1	10	9	5= 35
Social Studies	2	7	5	7	4	2= 27
Totals	16	38	28	60	37	40=219

*Rank #4 indicates the most difficulty and in descending order Rank #1 represents the least difficulty.

TABLE I (continued)

	School Size						
Rank #1	1	2	3	4	5	6	7
Arithmetic	0	4	8	3	28	15	21= 79
Language Arts	1	4	6	3	29	14	24= 81
Science	1	1	4	1	8	1	5= 21
Social Studies	0	1	4	2	10	7	14= 38
Totals	2	10	22	9	75	37	64=219
Rank #2							
Arithmetic	1	1	6	6	20	10	14= 58
Language Arts	0	0	1	0	2	4	4= 11
Science	1	5	9	2	25	14	21= 77
Social Studies	0	4	6	1	28	9	25= 73
Totals	2	10	22	9	75	37	64=219
Rank #3							
Arithmetic	0	3	5	3	17	9	17= 54
Language Arts	0	0	0	1	2	0	5= 8
Science	1	2	7	1	29	13	24= 77
Social Studies	1	5	10	4	27	15	18= 80
Totals	2	10	22	9	75	37	64=219
Rank #4							
Arithmetic	0	2	2	0	17	4	15= 40
Language Arts	0	6	14	8	38	21	30=117
Science	0	2	2	1	11	10	9= 35
Social Studies	2	0	4	0	9	2	10= 27
Totals	2	10	22	9	75	37	64=219

the service which more schools provided than any other. Of the 276 schools responding, 237 provided transportation for their agricultural migrant children. That service being provided by the least number of schools was a school psychologist (105). The numbers of schools providing each of the services are given in Table II.

17. "If you held a 1967 summer term for agricultural migrant children, was it for the migrants only? yes_____no_____"

One hundred and five schools were holding summer terms for migrants only, and eighty-three more enrolled migrant children with other youngsters. The totals by geographic area and school size were:

Geographic Area	Yes	No	Totals
1	7(78%)	2(22%)	9
2	26(57%)	20(43%)	46
3	1(9%)	10(91%)	11
4	33(63%)	19(47%)	52
5	25(69%)	11(31%)	36
6	13(38%)	21(62%)	34
Totals	105(56%)	83(44%)	188

School Size	Yes	No	Totals
1	4(44%)	5(56%)	9
2	5(45%)	6(55%)	11
3	16(73%)	6(27%)	22
4	2(25%)	6(75%)	8
5	35(50%)	35(50%)	70
6	21(58%)	15(42%)	36
7	22(69%)	10(31%)	32
Totals	105(56%)	83(44%)	188

TABLE II

SERVICES AVAILABLE FOR AGRICULTURAL MIGRANT CHILDREN DURING THE REGULAR SCHOOL TERM

Geographic Area*	1	2	3	4	5	6	
Guidance	17(85%)	32(60%)	23(72%)	53(69%)	37(82%)	34(69%)	=196(71%)
Health	18(90)	40(75)	30(94)	63(82)	41(91)	39(80)	=231(84)
School Psychologist	11(55)	25(47)	4(13)	20(26)	16(36)	29(59)	=105(38)
Reading Specialist	15(75)	30(57)	23(72)	47(61)	34(46)	35(71)	=184(67)
Speech Therapy	14(70)	22(42)	11(34)	40(52)	26(58)	35(71)	=148(54)
Transportation	19(95)	42(79)	27(84)	65(84)	42(93)	42(86)	=237(86)

*Percentages were calculated on the basis of the following number of respondents in each geographic area: 1=20, 2=53, 3=32, 4=77, 5=45, 6=49, and the total United States=276.

School Size*	1	2	3	4	5	6	7	
Guidance	7(78%)	11(85%)	23(77%)	13(87%)	61(61%)	46(82%)	35(66%)	=196(71%)
Health	8(89)	13(100)	24(80)	14(93)	81(81)	45(80)	46(87)	=231(84)
School Psychologist	7(78)	7(54)	15(50)	8(53)	37(37)	15(27)	16(30)	=105(38)
Reading Specialist	7(78)	9(69)	17(57)	13(87)	63(63)	37(66)	38(72)	=184(67)
Speech Therapy	8(89)	10(77)	19(63)	10(67)	43(43)	32(57)	26(49)	=148(54)
Transportation	8(89)	12(92)	23(77)	14(93)	86(86)	48(86)	46(87)	=237(86)

*Percentages were calculated on the basis of the following number of respondents in each school size: 1=9, 2=13, 3=30, 4=15, 5=100, 6=56, 7=53, and the total United States=276.

The respondents were given three choices for the primary purpose of their summer term for migrant children; they were enrichment, remedial, or regular curriculum. A total of 105 schools provided summer sessions solely for agricultural migrant children. Of that 105 schools providing education for agricultural migrant children, 47 stated that their primary purpose was remedial, 37 were providing enrichment, and 21 were offering their regular curriculum. Those total results are reported in Table III.

18. "Check the following services which were available from any source to agricultural migrants during the summer term."

The checklist of services included guidance, health, school psychologist, reading specialist, speech therapy, and transportation. Health services were provided more frequently than any other service. Of the 188 reporting schools, 155 provided health services, while only 53 schools afforded the services of a speech therapist. The numbers of schools providing the six services are presented in Table IV.

19. "When agricultural migrant children enrolled in your school(s), were complete records generally available from their previous school? yes_____no_____"

Only 40 schools of the 264 responding to this question stated that complete transfer records were

TABLE III

THE MAJOR PURPOSE OF THOSE SUMMER SCHOOLS PROVIDING EDUCATION FOR AGRICULTURAL MIGRANT CHILDREN ONLY

Geographic Area	1	2	3	4	5	6	
Enrichment	5(71%)	12(46%)	0	9(27%)	3(12%)	8(62%)	= 37(35%)
Remedial	2(29)	8(31)	0	19(58)	15(60)	3(23)	= 47(45)
Regular Curriculum	0	6(23)	1(100%)	5(15)	7(28)	2(15)	= 21(20)
Totals	7	26	1	33	25	13	=105

School Size	1	2	3	4	5	6	7	
Enrichment	1(25%)	1(20%)	6(38%)	1(50%)	16(46%)	5(24%)	7(32%)	= 37(35%)
Remedial	3(75)	3(60)	6(38)	0	12(34)	11(52)	12(55)	= 47(45)
Regular Curriculum	0	1(20)	4(24)	1(50)	7(20)	5(24)	3(13)	= 21(20)
Totals	4	5	16	2	35	21	22	=105

TABLE IV

SERVICES AVAILABLE FOR AGRICULTURAL MIGRANT CHILDREN DURING THE 1967 SUMMER TERM

Geographic Area*	1	2	3	4	5	6	
Guidance	8(89%)	26(57%)	4(36%)	31(60%)	16(44%)	16(47%)	=101(54%)
Health	9(100)	42(91)	4(36)	45(87)	29(81)	26(76)	=155(82)
School Psychologist	9(100)	19(41)	1(9)	12(23)	6(17)	11(32)	= 58(31)
Reading Specialist	9(100)	32(70)	3(27)	24(46)	22(61)	26(76)	=116(62)
Speech Therapy	6(67)	17(37)	1(9)	11(21)	8(22)	10(29)	= 53(28)
Transportation	7(78)	43(93)	3(27)	45(87)	19(53)	29(85)	=146(78)

*Percentages are calculated on the basis of the following number of respondents in each geographic area: 1=9, 2=46, 3=11, 4=52, 5=36, 6=34, and the total United States=188.

School Size*	1	2	3	4	5	6	7	
Guidance	6(67%)	5(45%)	15(68%)	5(63%)	39(56%)	21(58%)	10(31%	=101(54%)
Health	8(89)	6(55)	18(81)	8(100)	60(86)	31(86)	24(75)	=155(82)
School Psychologist	5(56)	3(27)	6(27)	2(25)	29(41)	10(28)	3(9)	= 58(31)
Reading Specialist	6(67)	5(45)	7(32)	8(100)	47(67)	25(69)	18(56)	=116(62)
Speech Therapy	6(67)	4(36)	4(18)	4(50)	26(37)	5(14)	4(13)	= 53(28)
Transportation	6(67)	4(36)	19(86)	8(100)	53(76)	32(89)	24(75)	=146(78)

*Percentages are calculated on the basis of the following number of respondents in each school size: 1=9, 2=11, 3=22, 4=8, 5=70, 6=36, 7=32, and the total United States=188 available from the previous schools. Other responses to this question were:

Geographic Area	Yes	No	Totals
1	3(15%)	17(85%)	20
2	3(6%)	46(94%)	49
3	14(44%)	18(56%)	32
4	10(13%)	65(87%)	75
5	4(9%)	41(91%)	45
6	6(14%)	37(86%)	43
Totals	40(15%)	224(85%)	264

School Size	Yes	No	Totals
1	0	9(100%)	9
2	3(23%)	10(77%)	13
3	6(21%)	23(79%)	29
4	2(13%)	13(87%)	15
5	11(12%)	84(88%)	95
6	9(18%)	42(82%)	51
7	9(17%)	43(83%)	52
Totals	40(15%)	224(85%)	264

The schools in area 3 (Texas) seemed to be having less difficulty than schools in other geographic areas. However, 18 out of the 32 reporting in area 3 stated they were encountering problems concerning school records for agricultural migrant students.

20. "Was special inservice training provided for your teachers of agricultural migrant children?"

The report from geographic area 3 (Texas) showed all responding schools to be providing some special inservice training for their teachers. Of the 263 schools reporting from the total United States, 171 were providing special inservice training for their teachers of agricultural migrant children. Responses by geographic area and by school size were:

Geographic Area	Yes	No	Totals
1	7(35%)	13(65%)	20
2	35(73%)	13(27%)	48
3	32(100%)	0	32
4	50(67%)	25(33%)	75
5	20(44%)	25(56%)	45
6	27(63%)	16(37%)	43
Totals	171(65%0	92(35%)	263

School Size	Yes	No	Totals
1	7(78%)	2(22%)	9
2	6(46%)	7(54%)	13
3	22(73%)	8(27%)	30
4	10(67%)	5(33%)	15
5	59(66%)	31(34%)	90
6	38(70%)	16(30%)	54
7	29(56%)	23(44%)	52
Totals	171(65%)	92(35%)	263

The total days of inservice training provided by each school for their teachers ranged from a high of forty days by one school down to a low of one day, which was being provided by twenty-three schools. The days of inservice training offered and the numbers of schools making that provision are listed in Table V.

21. "How was the grade level for the agricultural migrant enrollee determined in your school(s)?"

The respondents were provided a checklist consisting of: achievement test results, grade placement record from previous school, teacher opinion, and teacher prepared test. It was possible for the respondent to check

TABLE V

DAYS OF INSERVICE TRAINING PROVIDED FOR TEACHERS OF AGRICULTURAL MIGRANT CHILDREN - TOTAL UNITED STATES

Days	Number of Schools
40	1
30	3
20	3
15	2
14	1
10	16
9	1
8	1
7	7
6	6
5	43
4	7
3	35
2	22
1	23
Total	171

one or all of the possibilities provided. Of the 276 schools' responses, teacher opinion proved to be the method used most often for placing agricultural migrant children; 173 schools reported its use. The responses to question 21 are presented geographically and by school size in Table VI.

22. "If you provided a special educational program for agricultural migrant children during the fall semester of 1967, what was the level of formal preparation of their teachers? Please answer by listing the number of teachers in each of the following categories:_____less than a BA Degree_____BA Degree or above_____MA Degree or above."

The tabulations of this question were:

Less than a BA Degree . . . 237 = 16%
BA Degree or above . . . . 997 = 70
MA Degree or above . . . . . 200 = 14
Totals . . . . 1,434 =100

Since approximately 80 percent of the agricultural migrant children reported in Appendix C were in elementary schools, most of the teachers reported here were working with elementary school youngsters. The Research Division of the National Education Association reported the following data from a sample population of the United States concerning elementary teachers during the 1965-66 school year.

TABLE VI

MEANS OF DETERMINING THE GRADE LEVEL OF AGRICULTURAL MIGRANT CHILDREN

Geographic Area*	1	2	3	4	5	6	
Achievement Test Results	9(45%)	19(36%)	23(72%)	27(35%)	17(38%)	16(33%)	=111(40%)
Grade Placement In Previous School	11(55)	17(32)	22(69)	46(60)	27(60)	29(59)	=152(55)
Teacher Opinion	10(50)	32(60)	22(69)	54(70)	29(64)	26(53)	=173(63)
Teacher Prepared Test	5(25)	5(53)	7(22)	18(23)	12(27)	11(22)	= 58(21)

*Percentages are calculated on the basis of the following number of respondents in each geographic area: 1=20, 2=53, 3=32, 4=77, 5=45, 6=49, and the total United States=276.

School Size*	1	2	3	4	5	6	7	
Achievement Test Results	4(44%)	3(23%)	21(70%)	5(33%)	38(38%)	23(41%)	17(32%)	=111(40%)
Grade Placement In Previous School	4(44)	6(46)	18(60)	7(23)	54(54)	31(55)	32(60)	=152(55)
Teacher Opinion	7(78)	8(62)	24(80)	6(20)	55(55)	41(73)	32(60)	=173(63)
Teacher Prepared Test	4(44)	3(23)	10(33)	1(3)	16(16)	12(21)	12(23)	= 58(21)

*Percentages are calculated on the basis of the following number of respondents in each school size: 1=9, 2=13, 3=30, 4=15, 5=100, 6=56, 7=53, and the total United States=276.

Less than a BA Degree . . .	12.9%
BA Degree or higher . . .	71.4
Master' or higher . . .	15.7
Total	100.0[2]

The information from question number 22 was judged unreliable because too few of the respondents replied. Consequently the information from that question is not reported.

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[2] National Education Association, The American Public School Teacher 1965-66 (Washington: National Education Association, Research Division, 1967), p. 8.

CHAPTER IV

SUMMARY, FINDINGS, AND RECOMMENDATIONS

Summary

The purpose of this study was to survey the agricultural migrant educational programs for the 1967 calendar year. Specifically, the objectives were: (1) to determine those school districts reporting agricultural migrant children under Title I of the Elementary Secondary Education Act during the 1967 calendar year, (2) to identify the number of school districts which provided special educational programs for agricultural migrant children both during the regular school year and summer term, (3) to ascertain the major curricular emphasis and grade levels of each program, (4) to differentiate the sources of funds used in providing educational programs for agricultural migrant children, (5) to determine the amount of inservice training provided teachers of agricultural migrant children, (6) to enumerate the teachers being used in special educational programs for agricultural migrant children and to compare the qualifications of their teachers with those of the regular school programs, and (7) to determine the number of educational programs for agricultural migrant children which included transportation, health services, psychological services, speech therapy, and guidance.

An extensive review of the literature served to stress the extreme educational disadvantagement and general deprivation experienced by agricultural migrant children. Many schools charged with the responsibility for education of agricultural migrant children were ineffectual due to poor financing. In addition, agricultural migrant youngsters have been deprived of educational opportunities because the leaders of some communities were indifferent to the situation or failed to accept the responsibility for providing adequate instructional programs.

In order to identify the schools providing education to agricultural migrant children, questionnaires were sent to state departments of education, state departments of labor, and the Migrant Ministry representatives in the forty-eight interconnected states of the United States. These agencies identified 389 schools providing education to agricultural migrant children. A data accumulation form, devised by the investigator, was mailed to these 389 schools, which netted a total response of 267.

In order that comparisons could be made with the information from the local school data accumulation forms, the United States was divided into six geographic areas, and the schools were categorized according to size.

Findings

1. During the spring semester of 1967, a total of ninety-five schools reported the use of funds from the Elementary Secondary Education Act for the education of agricultural migrant children. This number increased to 111 during the following summer session, and by the fall semester 140 schools reported the use of Elementary Secondary Education Act funds. From this information, it can be concluded that the number of schools using these funds was increasing.

2. A total of 183 schools was identified which was providing special educational programs to their agricultural migrant youngsters during either the spring or fall semesters of 1967. During the summer sessions 105 schools were found to be providing educational programs solely for agricultural migrant children, while 83 more schools were enrolling agricultural migrant youngsters with other students in their summer sessions.

3. The major curricular emphasis of most special educational programs for agricultural migrant children was directed towards language arts; while arithmetic, science, and social studies received less attention. During the fall semester of 1967 the special educational programs included 48,552 agricultural migrant children distributed among four grade levels as follows:

headstart 603, kindergarten 1,132, elementary 39,428, and secondary 7,389.

4. Regular school funds proved to be the source most commonly utilized for the education of agricultural migrant children. The second largest supplier of funds was the Elementary Secondary Education Act, while the Office of Economic Opportunity, special state appropriations and private funds were used less frequently.

5. Of the 263 schools responding to the question concerning inservice training for teachers of agricultural migrant children, 171 reported the provision of some inservice training. The total days of inservice training provided by these schools ranged from a high of forty days by one school to a low of one day reported by twenty-three schools.

6. The total number of teachers enumerated in the special educational programs for agricultural children was 1,434. Of this number 16 percent held less than a Bachelor's degree, 70 percent held a Bachelor's, and 14 percent held a Master's degree. This compared favorably with the national averages of 12.9 percent, 71.4 percent, and 15.7 percent respectively as reported by the National Education Association for the 1965-66 school year.

7. During the regular school year of 1967, 237 out of 276 schools reported the provision of transportation for agricultural migrant children. Other services

provided by the schools and the numbers of schools making provision for those services were: health 231, guidance 196, reading specialist 184, speech therapy 148, and school psychologist 105. During the summer session of 1967, 155 of the 188 reporting schools, provided health services for agricultural migrant children, while only 53 made provisions for speech therapy. Other services furnished were as follows: transportation 146, reading specialist 116, guidance 101, and school psychologist 58.

Recommendations

1. A thorough analysis of the use of Elementary Secondary Education funds for the education of agricultural migrant children should be conducted to determine if all of these children are benefiting from these funds.

2. The outstanding special educational programs for agricultural migrant children should be identified and this information made available to all schools enrolling these youngsters.

3. Particular care should be exercised in curricular design in order to increase the percentage of agricultural migrants graduating from high school.

4. A study of all finances available for agricultural migrant children should be made in order to insure an adequate financial program.

5. More provision for inservice training programs is needed in some schools providing agricultural migrant education.

6. Although the training of teachers of agricultural migrant children compares favorably with national averages, further study should be initiated to determine if special training directed specifically towards fulfilling these children's needs might not be beneficial.

7. Since it was found that the special services for agricultural migrant youngsters vary from one section of the country to another, further study is needed to determine why these differences exist and how they might be eliminated.

CHAPTER V

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APPENDIX A

COVER LETTER AND QUESTIONNAIRES TO THE DEPARTMENTS OF EDUCATION AND LABOR AND THE MIGRANT MINISTRY REPRESENTATIVES IN EACH OF THE FORTY-EIGHT CONTIGUOUS STATES

(Address)

(Salutation)

We have found that a reliable and firm body of evidence embracing the education of migrant children is virtually nonexistent. A study of considerable potential usefulness is being initiated by this Center under cosponsorship of the National Committee on the Education of Migrant Children. The research topic is, "A Survey of Migrant Children Education Programs in 1967." This study is being conducted under the direction and supervision of Dr. A.M. Potts. When completed, it will result in a monograph that will be submitted for entry in the Educational Resources Information Center (ERIC) of the United States Office of Education, which will make it available to the American education community.

May we solicit your assistance in obtaining vital information for the study? We are submitting this questionnaire to State Departments of Education, State Departments of Labor, and Migrant Ministry representatives of each state in an effort to identify "every" program that has an identification with the education of migrant children. As it is impractical for us to coordinate the responses from within the fifty states, we do ask that you identify each of the programs known to you. Your cooperation will be appreciated, as complete national coverage is essential to validity and early completion of the study.

We earnestly solicit your cooperation in completing the attached form for return by December 1, 1967, whether your state does or does not have 1967 migrant education programs.

Very sincerely yours,

Ellis B. Scott
Research Associate

The Research Center New Mexico State University Box 3Y, University Park Branch Las Cruces, New Mexico 88001	Cosponsor: National Committee on the Education of Migrant Children of the National Child Labor Committee

Completed by___________________________Date_________________

Address____

1967 MIGRANT EDUCATION SURVEY FORM

1. Are there school districts or other agencies in your state which have been or will be providing education (nursery school-12th grade) to migrant children at any time during the calendar year 1967? Yes_____No_____. If yes, please supply the name of each school district or agency and other information as requested below and return in the enclosed envelope.

Name of School District or Agency, Address, Name of Contact Person

APPENDIX B

COVER LETTER AND DATA ACCUMULATION FORMS MAILED TO SCHOOLS EDUCATING AGRICULTURAL MIGRANT CHILDREN

(Address)

(Salutation)

Dear Fellow Educator:

We have found that a reliable body of knowledge about the education of agricultural migrant children is virtually nonexistent. A national study to that end is being initiated by this Center under cosponsorship of the National Committee on the Education of Migrant Children. The topic of this study is, "A Survey of Migrant Children Education Programs in 1967." When completed, it will result in a monograph that will be submitted for entry in the Educational Resources Information Center (ERIC), thus making it readily available to the American Education community.

I am asking you to complete the enclosed form, which will require about twenty minutes of your time, and return as soon as possible. Your cooperation will be appreciated, as complete national coverage is essential to the validity and early completion of this study.

Very truly yours,

Ellis B. Scott
Research Associate

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Enclosure

The Research Center
New Mexico State University
Box 3Y, University Park Branch
Las Cruces, New Mexico 88001

Cosponsor: National
Committee on the Education
of Migrant Children of the
National Child Labor Committee

QUESTIONNAIRE ON EDUCATION OF AGRICULTURAL MIGRANT CHILDREN
1967 CALENDAR YEAR

Respondent's Name________________________ Position________________

Address____________________________ City____________ State__________

Definition of a Migrant Child: An agricultural migrant child, often abbreviated to "migrant child," is a person in the age span from birth through youth who changes location because of his parents' (or persons' standing *in loco parentis*) engagement in seasonal production or processing of food or fiber.

1. Did you have agricultural migrant children enrolled in your school(s) during the calendar year 1967? yes_____ no_____ If your answer is no, please respond to question number two and return in the enclosed envelope.
2. Did your school census or other sources indicate school age agricultural migrant children in your district during the spring or fall semesters of 1967 who did not enroll in school? yes_____ no_____ If yes, please list the problems involved in enrolling these youngsters in school.____________________________________
____
____
3. How many pupils (total ADA at the end of each term) were enrolled in your school district in each of the following categories?

	Spring Semester 1967	Summer Term 1967	Fall Semester 1967
Headstart	______	______	______
Kindergarten	______	______	______
Elementary (1-6)	______	______	______
Secondary (7-12)	______	______	______

4. How many agricultural migrant children were enrolled in your school(s) in each category below (ADA at the end of each term)?

	Spring Semester 1967	Summer Term 1967	Fall Semester 1967
Headstart	______	______	______
Kindergarten	______	______	______
Elementary (1-6)	______	______	______
Secondary (7-12)	______	______	______

5. What was the approximate population (total) residing in your school district?____________________

6. Was your school(s) public? _____private? _____If private was it church affiliated? yes_____no_____ If yes, what denomination?____

____

7. What were the sources of funds used for educating your agricultural migrant children during the 1967 spring semester? Insert the approximate percentage of total funds used beside each category below.

_____%Regular School Funds

_____%Special State Appropriation

_____%OEO

_____%ESEA

_____%Private

_____%Other (Specify)_____

8. What were the sources of funds used for educating your agricultural migrant children during the 1967 summer term? Insert the approximate percentage of total funds used beside each category below.

_____%Regular School Funds

_____%Special State Appropriation

_____%OEO

_____%ESEA

_____%Private

_____%Other (Specify)_____

9. What were the sources of funds used for educating your agricultural migrant children during the 1967 fall semester? Insert the approximate percentage of total funds used beside each category below.

_____%Regular School Funds

_____%Special State Appropriation

_____%OEO

_____%ESEA

_____%Private

_____%Other (Specify)_____

10. How do you feel about the following statement? Parents of agricultural migrant children are concerned about keeping their children in school. Check one.

_____Strongly Concerned

_____Concerned

_____Neutral

_____Unconcerned

_____Strongly Unconcerned

11. How do you feel about the following statement? The employers of agricultural migrant workers in your school district are concerned with the educational welfare of the migrant children. Check one.

_____Strongly Concerned

_____Concerned

_____Neutral

_____Unconcerned

_____Strongly Unconcerned

12. Did your agricultural migrant children participate in co-curricular activities (those school activities outside the academic curriculum) as much as your regular students? yes_____ no_____ If no, why not? (List the reasons which the teachers of migrant children express).____________________

____

____

13. Did your school(s) group agricultural migrant children by themselves? yes_____no_____

A. Please list the advantages to this type of grouping._______

____

____

B. Please list the disadvantages of this type of grouping.____

____

____

14. Were your agricultural migrant children provided a special educational program which differed from your "regular" curriculum? yes_____no_____

A. If yes, what were the identified needs which you were attempting to meet with your special program?____________________

____

____

15. In which academic area did agricultural migrant children experience the most difficulty? Rank from 1 through 4, with 4 representing the area causing the most difficulty.

_____Arithmetic
_____Language Arts
_____Science
_____Social Studies

16. Check the following services which were available from any source to agricultural migrant children during the regular school term.

_____Guidance
_____Health
_____School Psychologist
_____Reading Specialist
_____Speech Therapy
_____Transportation

17. If you held a 1967 summer term for agricultural migrant children, was it for the migrants only? yes_____no_____If yes, what was the primary purpose of your program? Check only one.

_____Enrichment
_____Regular Curriculum
_____Remedial
_____Other (Specify)_____

18. Check the following services which were available from any source to agricultural migrant children during the summer term 1967.

_____Guidance
_____Speech Therapy
_____Health
_____Transportation
_____School Psychologist
_____Other (Specify)______
_____Reading Specialist

19. When agricultural migrant children enrolled in your school(s), were complete records generally available from their previous school? yes_____no_____

20. Was special in-service training provided for your teachers of agricultural migrant children? yes_____no_____ If yes, how many days?_____

21. How was the grade level for the agricultural migrant enrollee determined in your school(s)? Check the appropriate answers.

_____Achievement Test Results
_____Grade Placement Record From Previous School
_____Teacher Opinion
_____Teacher Prepared Test
_____Other (Specify)____

22. If you provided a special educational program for agricultural migrant children during the fall semester of 1967, what was the level of formal preparation of their teachers? Please answer by listing the number of teachers in each of the following categories.

_____Less than a BA Degree
_____MA Degree or above
_____BA Degree or above

23. (If you omitted question 22, don't answer this question) What was the formal preparation level of your teachers in your "regular" school program during the fall semester of 1967 (excluding teachers of migrants)? Please answer by listing the number of teachers in each of the following categories.

_____Less than a BA Degree

_____BA Degree or above

_____MA Degree or above

GENERAL COMMENTS:

APPENDIX C

TOTAL ENROLLMENTS OF SCHOOL DISTRICTS REPORTING AGRICULTURAL MIGRANT CHILDREN DURING THE SPRING, SUMMER, AND FALL SEMESTERS OF 1967

TABLE VII

TOTAL OF ALL STUDENTS IN SCHOOLS ENROLLING AGRICULTURAL MIGRANT CHILDREN DURING 1967

	Spring 1967	Summer 1967	Fall 1967
Geographic Area #1			
Headstart	290	5,684	2,819
Kindergarten	3,393	993	7,231
Elementary(1-6)	318,087	4,185	355,679
Secondary(7-12)	279,807	6,076	288,482
Totals	601,577	16,938	654,211
Geographic Area #2			
Headstart	188	3,651	268
Kindergarten	7,057	1,025	7,494
Elementary(1-6)	136,814	4,704	137,575
Secondary(7-12)	111,429	1,712	114,087
Totals	255,488	11,092	259,424
Geographic Area #3			
Headstart	418	2,317	358
Kindergarten	793	1,158	859
Elementary(1-6)	68,402	9,475	73,836
Secondary(7-12)	49,510	6,058	50,124
Totals	119,123	19,008	125,177
Geographic Area #4			
Headstart	72	1,715	331
Kindergarten	6,493	543	7,718
Elementary(1-6)	60,929	7,126	70,172
Secondary(7-12)	52,314	1,996	57,965
Totals	119,808	11,380	136,186
Geographic Area #5			
Headstart	417	1,819	635
Kindergarten	6,000	1,062	6,587
Elementary(1-6)	115,448	9,250	120,941
Secondary(7-12)	81,869	3,584	74,744
Totals	203,734	15,715	202,907

TABLE VII (continued)

Geographic Area #6

	Spring 1967	Summer 1967	Fall 1967
Headstart	417	1,819	635
Kindergarten	6,000	1,062	6,587
Elementary(1-6)	115,448	9,250	120,941
Secondary(7-12)	81,869	3,584	74,744
Totals	203,734	15,715	202,907

Totals of all Geographic Areas

Headstart	1,670	17,359	4,682
Kindergarten	36,083	4,929	42,691
Elementary(1-6)	801,599	43,171	863,282
Secondary(7-12)	656,213	21,930	671,632
Totals	1,495,565	87,389	1,582,287

APPENDIX D

AGRICULTURAL MIGRANT CHILDREN ENROLLED IN THE SPRING, SUMMER, AND FALL SEMESTERS OF 1967

TABLE VIII

TOTAL OF ALL AGRICULTURAL MIGRANT CHILDREN IN REPORTING SCHOOLS DURING 1967

Geographic Area #1

	Spring 1967	Summer 1967	Fall 1967
Headstart	120	1,450	120
Kindergarten	347	112	186
Elementary(1-6)	12,568	1,541	14,926
Secondary(7-12)	5,402	522	5,363
Totals	18,437	3,625	20,604

Geographic Area #2

Headstart	0	529	1
Kindergarten	56	871	193
Elementary(1-6)	497	2,546	1,649
Secondary(7-12)	222	217	741
Totals	775	4,163	2,584

Geographic Area #3

Headstart	80	103	95
Kindergarten	127	199	118
Elementary(1-6)	10,682	110	11,155
Secondary	2,862	5	2,888
Totals	13,751	417	14,256

Geographic Area #4

Headstart	40	990	194
Kindergarten	93	431	185
Elementary(1-6)	1,520	5,640	5,228
Secondary(7-12)	574	249	899
Totals	2,227	7,310	6,506

Geographic Area #5

Headstart	0	385	160
Kindergarten	63	170	70
Elementary(1-6)	2,263	2,968	2,961
Secondary(7-12)	554	29	787
Totals	2,880	3,552	3,978

TABLE VIII (continued)

Geographic Area #6

	Spring 1967	Summer 1967	Fall 1967
Headstart	61	1,116	218
Kindergarten	644	245	776
Elementary(1-6)	6,593	3,365	10,062
Secondary(7-12)	1,830	208	2,460
Totals	9,128	4,934	13,516

Totals of all Geographic Areas

Headstart	301	4,573	797
Kindergarten	1,330	2,028	1,528
Elementary(1-6)	34,123	16,170	45,981
Secondary(7-12)	11,444	1,230	13,138
Totals	47,198	24,001	61,444

APPENDIX E

SOURCES AND PERCENTAGES OF FUNDS USED FOR EDUCATING AGRICULTURAL MIGRANT CHILDREN DURING THE SPRING, SUMMER, AND FALL SESSIONS OF 1967

TABLE IX

SOURCES AND PERCENTAGES OF FUNDS UTILIZED FOR THE EDUCATION OF AGRICULTURAL MIGRANT CHILDREN (1967 SPRING SEMESTER)

Geographic Areas	Percentage Ranges 1-19	20-39	40-59	60-79	80-99	100
Regular School Funds						
6	1	1	0	0	17	10= 29
5	1	1	2	3	8	15= 30
4	1	1	2	0	7	23= 34
3	6	3	8	8	2	0= 27
2	0	0	0	3	0	16= 19
1	0	0	1	2	7	3= 13
Totals	9	6	13	16	41	67=152
Special State Appropriations						
6	0	0	0	0	0	0= 0
5	0	2	1	0	1	2= 6
4	1	0	0	0	0	1= 2
3	1	2	4	2	0	0= 9
2	0	1	0	0	0	0= 1
1	0	0	0	0	0	0= 0
Totals	2	5	5	2	1	3= 18
OEO Funds						
6	1	1	0	1	0	0= 3
5	1	0	0	0	0	0= 1
4	1	0	0	0	0	1= 2
3	2	3	1	0	1	0= 7
2	0	0	0	0	0	0= 0
1	1	0	0	0	0	0= 1
Totals	6	4	1	1	1	1= 14
ESEA Funds						
6	17	0	1	0	2	4= 24
5	6	2	1	2	0	2= 13
4	4	2	1	0	2	6= 15
3	3	9	5	5	3	0= 25
2	1	2	0	0	0	2= 5
1	8	2	1	0	0	2= 13
Totals	39	17	9	7	7	16= 95

TABLE X

SOURCES AND PERCENTAGES OF FUNDS UTILIZED FOR THE EDUCATION OF AGRICULTURAL MIGRANT CHILDREN (1967 SUMMER TERM)

Regular School Funds

Geographic Areas	Percentage Ranges 1-19	20-39	40-59	60-79	80-99	100
6	4	3	3	1	1	1= 13
5	5	2	2	0	0	0= 9
4	5	3	1	0	1	3= 13
3	0	0	2	1	0	1= 4
2	4	0	0	0	0	1= 5
1	0	1	0	0	3	2= 6
Totals	18	9	8	2	5	8= 50

Special State Appropriations

Geographic Areas	1-19	20-39	40-59	60-79	80-99	100
6	0	0	0	0	0	0= 0
5	1	1	1	2	1	6= 12
4	0	0	1	0	1	1= 3
3	0	0	0	1	0	2= 3
2	0	7	3	1	0	3= 14
1	0	0	0	0	2	1= 3
Totals	1	8	5	4	4	13= 35

OEO Funds

Geographic Areas	1-19	20-39	40-59	60-79	80-99	100
6	1	4	1	0	2	2= 10
5	0	2	1	2	1	3= 9
4	1	2	2	0	3	14= 22
3	0	1	0	0	1	0= 2
2	0	2	1	1	0	3= 7
1	0	0	0	0	1	1= 2
Totals	2	11	5	3	8	23= 52

ESEA Funds

Geographic Areas	1-19	20-39	40-59	60-79	80-99	100
6	1	2	2	2	4	7= 18
5	0	0	5	9	5	5= 24
4	3	0	2	1	6	15= 27
3	0	0	3	0	1	0= 4
2	0	2	2	3	3	19= 29
1	2	1	0	0	0	6= 9
Totals	6	5	14	15	19	52=111

Private Funds

Geographic Areas	1-19	20-39	40-59	60-79	80-99	100
6	0	0	0	0	0	0= 0
5	1	0	0	0	0	0= 1
4	1	1	0	0	0	0= 2
3	0	0	0	0	0	0= 0
2	0	0	0	0	0	0= 0
1	0	0	0	0	0	0= 0
Totals	2	1	0	0	0	0= 3

TABLE XI

SOURCES AND PERCENTAGES OF FUNDS UTILIZED FOR THE EDUCATION OF AGRICULTURAL MIGRANT CHILDREN (1967 FALL SEMESTER)

Geographic Areas	Percentage Ranges 1-19	20-39	40-59	60-79	80-99	100
Regular School Funds						
6	2	2	3	3	19	6= 35
5	1	0	4	5	9	10= 29
4	0	0	4	2	12	12= 30
3	5	4	7	6	4	0= 26
2	0	0	1	3	2	16= 22
1	0	0	1	2	7	1= 11
Totals	8	6	20	21	53	45=153
Special State Appropriations						
6	5	0	1	0	0	0= 6
5	1	4	0	0	1	2= 8
4	1	0	1	0	0	3= 5
3	2	2	3	2	1	0= 10
2	2	2	1	0	0	0= 9
1	0	0	0	0	0	0= 0
Totals	11	8	6	2	3	8= 38
OEO Funds						
6	2	1	0	1	0	0= 4
5	1	1	0	0	0	0= 2
4	0	2	0	0	1	1= 4
3	2	1	1	0	1	0= 5
2	0	0	0	0	0	0= 0
1	1	0	0	0	0	0= 1
Totals	6	5	1	1	2	1= 16
ESEA Funds						
6	16	5	3	2	2	4= 32
5	7	3	4	4	0	2= 20
4	9	4	2	3	6	18= 42
3	3	7	5	4	3	2= 24
2	6	2	0	1	1	0= 10
1	7	2	1	0	0	2= 12
Totals	48	23	15	14	12	28=140
Private Funds						
6	0	0	0	0	0	0= 0
5	0	0	0	0	0	0= 0
4	1	0	0	0	0	1= 2
3	0	0	0	0	0	0= 0
2	0	0	0	0	0	0= 0
1	0	0	0	0	0	0= 0
Totals	1	0	0	0	0	1= 2